

VOLUME XII

NUMBER 8

The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

Magistri Neque Servi



The

Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE

ALBERTA SCHOOL TRUSTEES' ASSOCIATION

APRIL, 1932

Kirby, W.J.C.
University of AL

THE NEW TEACHING

"THE 'Royal Road' is as unattainable today as it was when the hoary proverb was in its first youth. There will always be plenty of difficulties to brace up our youths. The new teaching does not seek to free the pupils from effort, but to encourage them to strenuous work; does not seek to get rid of drudgery, but to make it tolerable by giving it a meaning and showing its relation to the whole learning process in school and to the whole process of living in the world."

—Dr. John Adams,
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The A. T. A. Magazine



Magistri Neque Servi

Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XII.

EDMONTON, APRIL, 1932

No. 8

President's Annual Report, Easter, 1932

Fellow Members of the Alberta Teachers' Alliance:

Speaking of conditions throughout the province at large prosperity still seems to be "just round the corner" and consequently your Executive during the past year, 1931-1932, has been dealing with Boards whose conduct has become somewhat restive owing to the delayed return of that elusive state known as PROSPERITY.

As a result of personal observation of conditions existing in the other provinces of Canada, we are convinced that, as a whole, the Province of Alberta is just as prosperous as any other province in the Dominion, with the possible exception of Ontario. Various members of your Executive have reached the same conclusion following their visit to these provinces last July and August and we were able therefore, to return to our own province with a much truer perspective than one is able to gain from reading the daily newspapers or from conversing with some of the gloomy forecasters whom we find to be holding influential positions in financial circles in some of our cities.

During the past year, therefore, one of the most onerous duties which your Provincial Executive has endeavoured to discharge is simply that of dispelling gloomy predictions on the part of some of our supposedly influential men and to endeavour to instill within such persons a degree of courage and optimism which our young and glorious province merits. As a matter of fact one should not be but impressed with the fact that the resources of Alberta are so various and great, and her inhabitants so young and virile, that before many years have passed she will be in the position of a self-supporting and independent province within the Dominion, her position then being very analogous to the position occupied by Ontario today. Why then all this gloom? Truly, there is no reason.

ORGANIZATION OF PROVINCIAL EXECUTIVE

It is probably a matter of interest for the membership to hear something of the manner in which the work of their organization is carried on throughout the year. The Executive resolves itself into a number of committees each with a special duty to perform. We will discuss briefly the personnel and duties of these committees:

Finance—

The duties of this Committee are to check periodically the financial condition of the A.T.A. as shown by financial statements available at the office of the General Secretary. Just before the Annual Meeting the books are audited by a firm of chartered accountants.

The chairman of the Finance Committee during the past year was Mr. G. A. Clayton.

Law—

The whole Executive form the Law Committee and all law cases are first dealt with by the General Secretary and then by the Alliance solicitor, Mr. G. H. Van Allen, whose advice is utilized whenever it is deemed expedient. Most of these cases fall into well defined classes and are dealt with according to established precedent. Cases involving new points of law and any cases where there is reasonable doubt as to their proper disposition are mailed to the Executive and each Executive member registers his opinion on the case before it is returned to the General Office, the majority opinion of the Executive finally deciding what action will be taken.

Publicity—

This Committee functions at such times and concerning matters such as may be deemed expedient by the Executive.

Mr. D. L. Shortliffe was chairman of this Committee.

Alberta School Week is probably the most important outcome of the activities of this Committee.

Pensions—

Mr. R. D. Webb was chairman of the pensions Committee whose duty it is to continue to make representations to the Government of Alberta until a suitable pension scheme has been approved for the teachers of our province.

Curriculum—

The course of study is always in a state of flux and our Executive must always be prepared to give a considered opinion concerning any proposed change. In order to do this efficiently, the General Office prepares and distributes questionnaires compiled by the Curriculum Committee whose duty it then is to collect the replies and transmit this considered opinion of our membership at large to the Department of Education.

Mr. D. L. Shortliffe was chairman of this Committee.

Examinations—

There is a growing tendency throughout Canada to do away with Departmental Examinations in the first two years of high school and to substitute teachers' recommendations. It has seemed to your Executive that such a scheme possessed rather doubtful merit in many respects, and for that reason it is being made the subject of careful study at the present moment.

Mr. H. G. Beacom was chairman of the Examinations Committee and Miss Mary Crawford is the A.T.A. representative on the High School and University Matriculation Examinations Board.

Research—

There are existing in the province especially in the larger centres what are known as Teacher-Study-Groups. These Groups have of their own initiative purchased some of the latest works dealing with certain phases of education. They are making such books the subject of study and research and they have started to compile statistics with respect to the results of research undertaken among their own students. Your Executive seeks to co-operate with these Groups and to publish in "the A.T.A. Magazine" the results of their research work. Mr. A. E. Rosborough and Mr. C. B. Willis are jointly credited with editing the articles which are presented in the Research Department of your magazine. One of the hall-marks of a profession is its ability to progress by means of research work conducted by its own membership. Signs are not lacking which point to a steady and increasing growth in this important phase of Alliance work.

Salaries—

With the advent of the so-called depression it was thought advisable by the Executive in co-operation with the Canadian Teachers' Federation to study the effect which this temporary depression has already had or might soon be expected to have on teachers' salaries.

Mr. G. A. Clayton was chairman of this Committee. We are pleased to report that the effect so far has not been of a radical or disastrous nature and that we are convinced that the total effect to date should not be distressing.

Organization—

Each year the Executive receives requests from various points in the province asking that some one be sent out to assist in organizing a Local. At such meetings assistance is often sought in the organization of six or seven programs to serve as guidance in the year's activi-

ties of that Local. With these experiences in mind Mr. A. J. H. Powell was named by the Executive to draft such a group of programmes to be published in "the A.T.A. Magazine," and the following members of the Executive were asked to assist in organization work:

- Mr. A. H. Clegg—Northern Alberta.
- Mr. J. E. Appleby—Central Alberta.
- Mr. Geo. Watson—South-Western Alberta.
- Mr. A. J. Heywood—South-Eastern Alberta.

It is always understood, of course, that within reasonable limits the services of our General Secretary will be available for organization purposes, but, nevertheless, all members who have had any experience in executive capacity should offer their services for this type of work, for otherwise organization work will suffer.

EXECUTIVE MEETINGS

The A.T.A. Executive held five meetings throughout the year as follows:

1. The first meeting of the New Executive was held in Edmonton on April 9th and 10th and the organization for the year was undertaken at this meeting.
2. The second meeting was held on July 2nd and 3rd at Edmonton and dealt with the outstanding law cases and with the report of the various committees to date.
3. The Christmas meeting was held on December 28th and 29th at the York Hotel, Calgary, and dealt with the reports of Committees. Outstanding Law Cases, Normal School Organization, Printing and Financing of the A.T.A. and Alberta School Trustees Magazine, the A.T.A.'s interest in the Western Canada Institute Limited, Resolutions of Annual General Meeting, Formation of Teacher-Study-Groups, and various other matters.

On December 28th at noon Messrs. Webb and Beacom arranged a banquet at the Alhambra Room, Eaton's Store. The members of the Executive were asked to speak to the members present concerning the following topics: The President—Canadian Teachers' Federation Meeting at Moncton and St. John; Vice-President—Code of Professional Ethics or Declaration of Principles; The General Secretary—The Provincial Employment situation; Mr. Clayton—Alberta School Week; Mr. Heywood—Organization of City Locals; Mr. Watson—Ways in which the work of the Geographic Representative may be made effective; Mr. Webb made the business arrangements for the banquet meeting while Mr. Beacom acted as chairman at the banquet.

To Mr. Webb goes the credit for initiating these banquet meetings which apparently are effective as a means for broadcasting the nature of the work which the Executive is attempting from year to year.

4. A fourth meeting was held in Edmonton in the month of January, 1932, the chief object of which was to prepare and present the resolutions of the Annual General Meeting to the Premier and to the Minister of Education.
5. The fifth and last meeting of the 1931-32 Executive took place on Monday, March 28th in Calgary just preceding and in preparation for the Annual General Meeting.

DELEGATIONS TO THE GOVERNMENT

First Delegation—

During May, 1931, a delegation of the A.T.A. interviewed the Minister of Education with respect to the findings of the Alliance in connection with promotions in Grade IX and Grade X. The opinion expressed by the Alliance was that the promotions ought only to be permitted in schools employing four or more teachers and whose work had been accredited for the year by the high school inspector. The Alliance felt that only in schools having four or more teachers would the work be sufficiently departmentalized to be properly done. Furthermore, it was pointed out that it would require a staff of some size and influence in order to make their own recommendations stick with the parents of their pupils. The Minister listened attentively to the delegation from your Executive but did not commit himself in any way. This we may frankly state is typical of the general outcome of interviews with the Minister of Education during the past three years. In other words, we are received with the utmost courtesy but in the end we find it necessary to depart without having obtained satisfaction.

Second Delegation—

During July, 1931, a delegation from your Executive met the Premier and Minister of Education on the subject of Pensions. Mr. Webb ably presented our case which was to the effect that the Alliance hardly expected the Government to put into effect a pension system for teachers until the

depression had lifted but that, nevertheless, in the meantime, we did expect that the Premier and Minister would continue along with the Alliance to make a study of the best scheme available. Our delegation particularly pressed the Premier to have the A.T.A. proposed pension scheme submitted to Professor M. A. Mackenzie who is head of the Department of Actuarial Science, University of Toronto, and whose specialty it is to prepare pension schemes for civil servants in cities and municipalities. Professor Mackenzie was the actuary engaged by the Ontario teachers when the pension scheme was entered into between themselves and the Ontario Government. In so far as we know the Ontario scheme is the best pension scheme in effect in the Dominion, and is believed actuarially sound after a number of years' trial. For these reasons we have repeatedly pressed the Premier and the Minister to have our scheme submitted to Professor Mackenzie. We regret to state that the Minister of Education for the Province of Alberta does not appear to be particularly sympathetic towards obtaining a pension scheme for the teachers and has not to date referred the scheme to Professor M. A. Mackenzie. The Premier has stated on several occasions that when the time arrived to put into effect a pension scheme for teachers in Alberta, that it would have to be a better scheme than that in effect in several of the provinces in the Dominion. We heartily agreed with the Premier in this respect but felt that we would be satisfied with a scheme equally as sound as that in effect in Ontario. If your Pensions Committee could only find how to enlist the sympathy of the Minister to such an extent that the Government would submit our scheme to Professor Mackenzie for a thorough report, we would feel that a bona fide start had been made toward establishing teachers' pensions in this, the one province of the Dominion where there is as yet no pension scheme in existence. Furthermore, may we dare to hope that the day is not far distant when the teachers of this province may be gratified on learning that the Minister of Education has canvassed the members of his party in the government, has pressed the matter with the Premier and has been a forceful public advocate of a **TEACHERS' PENSION SCHEME**. There are in the main but two or three reasons why teachers or any other group of civil servants should have provided for them a pension scheme. Firstly—the services of a teacher are not in demand by a School Board after they have reached the age of sixty years. Secondly—the scale of wages or salaries fixed by School Boards for teachers is, generally speaking, too meagre to permit the individual the opportunity to provide for his old age. Thirdly—an expenditure of an unusual amount of energy by the painstaking and conscientious teacher only hastens the day of his retirement and does not, as a rule, increase his remuneration by one cent. This is not the case in business occupations or in farming where an increase in the expenditure of energy on the part of the individual will, in the main, recompense him by means of increased profits. These, fellow members of the Alliance, are the axioms of any pension scheme and, when you commence hearing our Minister of Education and our Premier broadcasting the same in public places then, dear fellow members, you will be about to enter upon a pension scheme for teachers in the Province of Alberta.

Third Delegation—

The third delegation of the year met the Premier and Minister of Education in the month of January and presented the resolutions authorized by your last General Meeting. For lack of space I shall not be able, in this report, to recount in detail a conference which lasted for over an hour. Nevertheless some of the more important matters should be mentioned.

Normal Schools

The fact that there are at present at least one thousand teachers in the Province of Alberta who are unable to obtain schools was fairly well admitted by the Government, and the Premier advised our delegation that the Government was seriously considering a radical curtailment of the number of pupils to be admitted to the Normal Schools in September, 1932. With respect to the continuance of loans to Normal School students, we were informed that while it would not be wise or humane to stop these entirely, yet in the future, the number of such loans would be restricted. With respect to having Grade XII as the minimum standard for entrance to Normal School, the Government was prepared to say that those having the higher academic standard would be given preference when the Registrar was considering the applications for admission to the Normal Schools.

Teachers' Contract Form

Although your Executive pressed strongly for the re-

enactment of Clause VI no headway was made on account of the fact that the Minister seemed to feel that this would not present a common meeting ground for Trustee Boards and teachers. We were given to understand on this occasion, as on previous occasions, that the Minister would be delighted if the Trustees' Association and Alliance could ever agree upon a form of Contract. As a matter of fact at that time no one at that particular conference dreamt that within a space of two months just such an agreement would be reached.

Board of Reference

The matter of providing our Board of Reference with "teeth" has ever been the subject of fond discussion as between the Trustees' Association, Minister of Education and the Alliance. The Alliance has always recommended that the decisions of the Board of Reference should be final and binding upon the parties to the dispute, but the Government has always maintained, on the contrary, that the Board of Reference should function in an advisory capacity only. Nothing, at this time, was agreed upon by your delegation and the Government.

Teachers' Salaries

Knowing full well that the teachers of the province had been asked to accept reductions in salary of from 4 per cent to 10 per cent and that Rural Trustee Boards were asking for an abolition of the statutory minimum of \$840 per year, we approached the Premier with arguments to show why teachers' salaries should, except for very slight cuts, be left unchanged. It was pointed out to the Government that the pay of a teacher had not in the past fluctuated with the value of a bushel of wheat. Since teachers were not, in the bumper times, permitted an increase in salary schedule which would have reflected the high price of wheat and general prosperity throughout the country, therefore, we respectfully decline, during the period of hard times to suffer our salary schedules to reflect the very low price of a bushel of wheat and accompanying so-called times of depression. It was pointed out furthermore that at no time in the history of our province had the average teachers' salary been a competent one. Although the Premier did not commit himself to any great degree, yet we felt that his attitude was very sympathetic toward our depositions.

Fourth Delegation—

During the month of February your Executive reports the most important conference held for some time. The Convention of the Alberta School Trustees' Association had just concluded its deliberations, one of its most important resolutions being to the effect that the Alberta School Trustees' Association appointed a committee of three to meet with a similar committee from the Alberta Teachers' Alliance to deal with outstanding problems of common import. The Executive of the A.S.T.A. appointed as their representatives on the liaison committee: Dr. C. A. Staples, Stettler; Mr. M. R. Holder, Vimy Ridge S.D.; Mr. P. V. Burgard, Calgary Separate School Board. The Executive of the Alberta Teachers' Alliance appointed the following: Messrs. C. O. Hicks, President; D. L. Shortliffe, Vice-President; and J. W. Barnett, General Secretary-Treasurer.

The joint committee met on Monday afternoon, February 22, 1932, and both sections expressed themselves as being in a position to pledge their respective organizations to the arrangement outlined below, inasmuch as by so doing they were each carrying out policies endorsed by their respective supreme bodies—The Annual Conventions. The resolution passed at this joint meeting reads as follows:

Moved by P. V. Burgard (A.S.T.A.), C. O. Hicks (A.T.A.) seconded—

"RESOLVED: That this joint committee, representing the Alberta Teachers' Alliance, Inc., and the Alberta School Trustees' Association, present to the Premier and the Minister of Education our assurance that we are jointly agreed regarding Clause Six (6) of the Manitoba Form of Teachers' Agreement under the Manitoba School Act to replace Section No. 157, ss. (a) and (b) of the Alberta School Act."

Carried unanimously.

The Clause in question reads as follows:

"6. Either party hereto may terminate this agreement by giving one month's notice in writing to the other party of his or its intention so to terminate.

"Provided that no such notice shall be given between the First day of July and the First day of September in any year during the continuance of this Agreement, except by mutual consent.

"In the event of either party hereto considering himself or itself aggrieved by the giving of such notice, such party

may apply for a hearing by the Board of Reference, and thereupon the matter shall be disposed of by the said Board in accordance with the provision of the Statute in that behalf."

The resolution was duly presented to the Premier and the Minister of Education by the joint committee on Monday evening, February 22, 1932, and it was submitted that provision be made for the enactment of this suggestion during the present session, namely

- (a) That ss. (a) and (b) of Section No. 157 of The School Act be repealed.
- (b) That Clause Six of the Manitoba Teachers' Contract as above set forth be embodied in all teachers' agreements.
- (c) That the necessary changes be made in The School Act, Section 160 so as to provide that disputes between teachers and school boards might be settled by the Board of Reference and so eliminate recourse to the courts.

It was suggested that ten (10) days be the maximum period allowed during which teacher or board might invoke the Board of Reference.

At the conclusion of this famous conference the Premier asked the members individually if they really understood the import of the contract form which they had agreed upon. The members of the liaison committee each replied in the affirmative and then the committee proceeded to discuss with the Premier and Minister some of the details which would govern the functioning of an efficient Board of Reference. For instance, it was generally admitted that the Board should hold monthly sittings in both Edmonton and Calgary, and clear off each month all cases which had arisen to date. Also, that it might be wise to impose a somewhat nominal fee of \$25 upon the complainant in each case, the fee to be returned in case the Board ruled in favor of the complainant. The conference broke up upon receiving assurance from the Premier that the Government would most certainly consider the desirability of bringing forward legislation to amend the School Act along the lines suggested.

Fifth Delegation.

The house was in session and your Executive was wondering what was to be the fate of the Contract Form agreed upon by the A.S.T.A. and the A.T.A. No news being available, we requested an audience with the Premier which was granted in his private office at ten o'clock, March 19th. The committee representing the Alliance at this conference consisted of C. L. Gibbs, M.L.A., P. Miskew, M.L.A., J. W. Barnett, and C. O. Hicks, who met the Premier and Minister of Education. A bomb-shell was exploded at this conference when the Hon. Perren Baker, Minister of Education, declared that he had information to the effect that some on the Executive of the A.S.T.A. were of the opinion that Messrs. Staples, Burgard and Holder had exceeded the authority granted them by the A.S.T.A. when they negotiated this Contract Form with the A.T.A., and furthermore, that the Annual Meeting of the A.S.T.A. would, in his opinion, not support the action of Messrs. Staples, Burgard and Holder. To this Mr. Barnett replied that he had the assurance of Dr. Staples that all members of the A.S.T.A. Executive with the exception of one had been informed of the proposed contract and had given Dr. Staples full authority to go ahead. This really ended all discussion for the time being because it was quite evident to every one present that some investigation would be necessary to see whether or not the Minister's objection was well founded. As the meeting broke up the Premier asked the Teacher delegation what their reaction would be toward having the Contract Form discussed in the House, with the understanding that the putting of the same into effect at any time might be left to Proclamation. The Teacher delegation replied that they would be quite well pleased if he would take this action.

On Monday, March 21st Mr. Barnett received from Dr. Staples letters from all members of the A.S.T.A. Executive except one, commending, for the most part, Dr. Staples for his successful negotiation of such a reasonable Contract Form and requesting him to get the matter sanctioned by legislation as soon as possible. At five-thirty p.m. Monday, March 21st Mr. Barnett placed these letters in the hands of the Premier for his further information and at the time your President's Report is going to press this is the very latest news regarding Teachers' Contracts.

A REPORT OF THE TWELFTH ANNUAL MEETING OF CANADIAN TEACHERS' FEDERATION AT NEW BRUNSWICK

July 27, 28, 29, 30, 31, 1931.

We will bring before your attention just a brief picture of the meeting between three delegates from each province

in the Dominion by first presenting for your inspection the actual agenda which was followed:

MONDAY, JULY 27th

- 4:30 p.m.—Meeting of Executive (Brunswick Hotel).
7:30 p.m.—Dinner at Brunswick Hotel—Guests of Moncton City Council.

TUESDAY, JULY 28th

First Session of Conference (City Council Chamber).

9:30 a.m.—Roll Call of Delegates.

Minutes of last Convention.

Appointment of Conference Committees.

President's Address—John W. Barnett.

Secretary's Report—M. J. Coldwell.

Treasurer's Report—M. J. Coldwell.

Second Session of Conference (City Council Chamber)

2:00 p.m.—Discussion of World Federation of Education Associations.

Discussions of Proposed All-Canadian Educational Congress.

4:00 p.m.—Auto ride to Sand Point Beach, Northumberland Straits—Bathing.

Supper at the "Shediak"—Guests of Moncton Teachers' Association.

8:30 p.m.—Meetings of Conference Committees.

WEDNESDAY, JULY 29th

Third Session (City Council Chamber).

9:30 a.m.—Progress Report of Conference Committees. Discussion of Reports of Provincial Organizations.

- (1) New Brunswick Teachers' Association.
- (2) British Columbia Teachers' Federation.
- (3) Alberta Teachers' Alliance.
- (4) Ontario Secondary School Teachers' Federation.
- (5) Saskatchewan Teachers' Alliance.

1:30 p.m.—Drive to Hopewell Cape Rocks, at head of Bay of Fundy, at time when tide serves—about three hours—leave for Saint John 5:00 p.m.

9:00 p.m.—Meeting of Conference Committees.

THURSDAY, JULY 30th

Saint John (Admiral Beatty Hotel) Fourth Session.

9:30 a.m.—(Fourth Session of Conference) Progress Reports of Conference Committees.

Reports of Provincial Organizations:

- (6) Federation of Women Teachers' Associations.
- (7) Manitoba Teachers' Federation.
- (8) Provincial Association of Protestant Teachers of Quebec.
- (9) Nova Scotia Teachers' Union.
- (10) Prince Edward Island Teachers' Association.

2:30 p.m.—Saint John, Fifth Session (Admiral Beatty Hotel).

Discussion of Reports of Special Committees.

- (1) Dental and Medical Clinics and Nursing of Children (New Brunswick T.A.).
- (2) Advisory Councils—Nova Scotia T.U.
- (3) Regional Libraries—B.C.T.F.
- (4) Examinations—A.T.A.
- (5) Survey of English—P.A.P.T. of Quebec.
- (6) Larger Units of Administration B.C.T.F.
- (7) Drama in Schools—O.S.S.T.F.
- (8) Publicity Bureau M.T.F.
- (9) Declaration of Principles—A.T.A.

8:00 p.m.—Dinner at Admiral Beatty Hotel—Guests of New Brunswick Government.

FRIDAY, JULY 31st

9:00 a.m.—Sixth Session—Admiral Beatty Hotel.

Reports of Conference Committees.

1:00 p.m.—Luncheon.

Drive up Saint John River in afternoon, guests of Saint John Teachers' Association.

Your A.T.A. delegates to the C.T.F. found that the discussion of reports of Special Committees was of paramount importance and that insufficient time had been allotted for such discussion on the agenda. In our opinion the reports of Special Committees in the various provinces on vital topics respecting which a prolonged study of one to three years has been made, should be the principal reason for a continuance of the Canadian Teachers' Federation. We will just mention in passing some of the more important resolutions adopted and phases of the various discussions, the full

report of which is contained in the Year Book published by the C.T.F.

Control of Supply of Teachers

The following resolutions were passed in this connection:

- No. 1. Resolved that the time has arrived when the Normal Training for teachers should be lengthened.
- No. 2. Resolved that a minimum age of 18 should be established for all entrants to Normal Schools.
- No. 3. Resolved that the minimum requirement for Normal School entrance should be Grade XII.
- No. 4. Resolved that all applicants for entrance to Normal Schools should be required to undergo a thorough medical examination.
- No. 5. Resolved that the number of students to be admitted to the Normal Schools in any given year should bear a direct relationship to the estimated requirements of the schools in the Province.
- No. 6. Resolved that, unless renewed, a certificate should lapse after a teacher has ceased for five years to teach, provided, however, that such certificate may be renewed after proper review by competent authority.

Declaration of Principles to Govern Teacher and Professional Organization

The following principles were discussed at length but it was thought better to leave their final adoption over until the next meeting of the C.T.F. by which time some amendments might possibly be introduced:

Recognition—

- (a) The opinion of individual members or of selected groups can not be regarded nor accepted by the teaching profession as its own: the opinion of the profession is that expressed by its own duly appointed representatives.
- (b) An authority which elects to treat, negotiate or confer with an individual member or group of members, other than representatives of the profession, denies the principle of recognition of the profession.

Representation.

Since the C.T.F. is the only body competent to form and transmit the considered opinion of all those actually engaged in the education of the child, and since problems of procedure, questions of administration, and special needs of teaching organizations are matters upon which members of the teaching profession are intimately informed, and since the educational welfare of Canada requires the most expert advice to be at the disposal of educational authorities—it is considered practical, proper, equitable and right that representation of the C.T.F. be conceded:

- (a) On any committee, board or authority dealing with matters affecting: curricula, text-books, examinations and any other matters where the welfare and the opinions of teachers are concerned.
- (b) On all bodies whose function it is to train members of the teaching profession.
- (c) On all bodies whose function it is to grant certificates to teach.
- (d) On all bodies whose function it is to deal with matters where cancellation of certificates is involved.

Relationships Among Members—

- (a) It shall be considered unethical for those in authority or supervisory positions to pass judgment upon any member in the form of a confidential report without first allowing the member in question to see the report in which the said member is mentioned.
- (b) Where a member is one of a local group of members, questions affecting each and all members of the group shall be dealt with by the assembly of the group. An individual member bargaining on his own behalf on such questions is considered to be guilty of an unethical act.
- (c) It is contrary to the ethics of the profession for a member to seek publicity of the examination results obtained by students taught by himself. This procedure is considered to work adversely to best educational interests in that it gives to laymen an incorrect value to classroom instruction and sets up a false standard for judging teachers.

Health Education—Preventive Work

With regard to this topic we are quoting the following excerpt from the report:

"There is obvious need of school teachers being trained to be observant and alert in matters which pertain to the promotion of health and prevention of disease.

"There are those who refute this point of view by saying that it is impossible for the teacher to learn enough of the scientific background of health education to conduct this work successfully. She waved need, they say, to have a medical education, to be an expert. I think, however, that experience has already proven that if health education be introduced as a major subject in the Normal Schools, teachers-in-training can indeed be taught the essentials, that is—how to conserve the health of their pupils. What is more, if in Normal School they come to look upon this work as their responsibility quite as much as the teaching of any subject, when they go to their class-rooms they will go as vigilant guardians of the health of their pupils. Some of them will go with an enthusiasm for good health, and I think you will agree that if this is associated with a sound knowledge of the essentials, you have in such teachers the most effective possible factor in health education."

Report on Dramatics in the Schools

The Ontario report on Dramatics was very interesting and is quoted in part as follows:

"There are several phases of this matter of dramatic presentation in our schools, which are deserving of careful study.

First, the dramatization in the school rooms of the literature which is being studied by the class. This may be done very simply by a variety of methods. For example, one of the books to be read during the year might be "Nine Modern Plays" (The Teaching of English series, Thomas Nelson & Sons.) Each pupil has a copy of the book, and the teacher takes a certain play and assigns a week ahead the parts of that play to various students in the class. These meet at recess or after school, once or twice, and read over the play. It is given then as a class-room exercise, using the front of the room by the teacher's desk as the stage. The pupil-actors, of course, have their books in their hands, while the pupils in their seats follow in their books. A few costumes and properties may be used. In spite of the crudeness of this kind of presentation it is astonishing how much dramatic power may be expressed by the students. It would be a mistake to attempt anything much more elaborate than this as an ordinary class-room exercise. The results over a period of years in a good many classes have demonstrated the effectiveness of this method of dramatic presentation in the school. Caution: Don't assign the parts of the play more than a week or ten days ahead.

Second, there is the much more ambitious method of the presentation of plays by the dramatic society of the school. If such a society is fortunate enough to have one of the teachers as guide, philosopher and friend, who knows something about the theory of the drama and also about actual stage presentation, the matter is in good hands. Some of our teachers are giving a great deal of attention to the mechanics of stage presentation and there are so many books at hand which give help of this kind that presentations may be very effective. Of course the co-operation of the whole school is necessary to give publicity and to secure an audience, because considerable expense is involved in scenery, stage properties and costumes. The household art and manual training departments of the school may co-operate in the preparation of costumes, properties and scenery. The one danger which must be avoided is the giving of too much of the school time and attention to this kind of thing.

There is a third method which has been carried on for some years now by the Ontario Secondary School Teachers' Federation. For some years we have been fortunate enough to have a working arrangement with the University of Toronto, either with its Hart House players or with a group of players sponsored by the University Extension Department. To these players is assigned the responsibility for the preparation and the production of the play. A committee of the Federation acts as a promotion agency and arranges with the various schools for the dates of the presentation. A guarantee is asked from each school and the proceeds are divided according to agreement among the players, the individual schools and the Federation Committee. This results, of course, in the presentation in our schools of one of the plays which is being studied for examination by a group of trained people, and the arrangement has been very satisfactory."

Teachers' Contracts and Limitation of Teacher Supply

The Federation of Women Teachers of Ontario has the following statements to make:

"The outstanding event of the year has been the approval of the Department of the contract form submitted by the Joint Delegation from Trustees' Association and the three Ontario Federations. The Department of Education has sent

out a copy of the contract form to all H.S. Boards and to the Public and Separate School Inspectors suggesting it be used and offering to provide more copies.

Due to the Second Year Normal School Course, we do not expect an oversupply of teachers. A small class of 15 returned for the second year last September. Larger classes are expected this autumn.

So far we have been successful in offsetting the desire of any city or town boards to reduce salaries."

Examinations

The report prepared by Mr. Watts after spending a period of two years in making a survey of the question of Examinations throughout the Dominion as well as in the other countries of the world, was one of the most exhaustive and thorough reports presented to the C.T.F. and is printed in their Year Book.

ANNUAL CONVENTION OF THE ALBERTA SCHOOL TRUSTEES' ASSOCIATION HELD IN FEBRUARY, 1932, AT CALGARY

Some of the more important resolutions which are of vital interest to our Annual General Meeting are herewith noted: Trustees' and Teachers' Magazine.

BELIEVING that the benefit warrants the expenditure, the Executive of this Association recommends that the Magazine be continued under the most advantageous terms available and that this Convention authorize the Executive to enter into a contract to this effect.

"This resolution was presented along with the editor's report and laid over for discussion. The secretary's figures showed that to date the Magazine had cost the Association approximately \$350 more than the cost of publishing an annual report in book form. Some thought the book form more convenient for reference and for filing while others pointed out that the Magazine was a means of getting educational information from month to month. Dr. Staples stated that this was a means of harmonizing the relationship between teachers and trustees and that the experiment had not been tried long enough to know its value. Mr. Reed, speaking to the question said in part, 'There is one point that has not been brought out. We have an organized body in this province known as the A.T.A. with which some of you trustees are intimately acquainted. I want to say that organization represents the greatest body of brain power in the Province of Alberta. They are organized. They are in one sense of the word a labor union and they have the brains and seem to have the money to get what they want. I want to know what these ladies and gentlemen are doing. If I know what they are thinking about I am in a position to meet them and combat them on their own terms. If you will support this magazine there will be no deficit. Every school trustee should have a copy of this magazine. It is little enough for your district to supply you with it. Take the magazine and read it. Get the teachers' ideas of things, get the trustees' ideas of things and find out what is going on.' Several other delegates spoke in favor of continuing the Magazine. The resolution was put to the meeting and CARRIED with one vote against."

The fairness and reliability of such a prominent man as Dr. Staples of Stettler, has always been commented upon by Trustees and Teachers alike. Therefore, when he informs us that the Trustees' Association is anxious to co-operate with the Alliance concerning all matters of common interest we can have no reason to doubt that such is really the case and perhaps the Premier was quite warranted in making the observation in this regard that "It looks as if the millennium has arrived."

Minimum Salary

RESOLVED that all contracts made between the Board of Trustees of rural schools and their teachers be accepted by the Department of Education regardless of the salary named therein.

This resolution was put to a vote and carried by a large majority.

If the A.T.A. General Meeting met for no other purpose than to make a suitable reaction to this sentiment, the General Meeting will have achieved a worthy purpose.

Curriculum

BE IT RESOLVED that the urban section of the Alberta School Trustees' Association strongly recommend to the Department of Education that the High School curriculum be reorganized on a five-year basis, with what minor adjustments the Department may deem necessary, but without appreciably adding to the present course.

"Much support was given to this resolution. Mr. Watson

said about 20 per cent. of the students cover the course without much trouble in four years; 80 per cent. can not. Dr. Lovering thought too much material was taught, particularly in Grade XII. Mrs. York (Provost) said she could not see how the bright student could take the work in four years if it were organized on a five-year plan and she felt these clever or exceedingly industrious children should be encouraged and not held back. Mrs. Morton (Vegreville) said many parents who might be able to send their children to school for four years would not feel able to attempt a five-year course, especially where there is a large family. Mr. Casselman said many parents are paying for a five-year course now. Miss Turner supported the five-year course largely for the fact that she believed it would minimize the amount of homework required. Mrs. Ferris also supported the five-year plan.

The resolution was carried with only a few voting against it."

It should be borne in mind that all discussion concerning curriculum revision which has from time to time taken place at a conference of the Curriculum Committee of which Mr. G. F. McNally is the chairman, has centred around the premise that we were discussing a FOUR-YEAR HIGH SCHOOL COURSE FOR STUDENTS OF AVERAGE ABILITY. If then, a five-year high school course is to be contemplated the whole work of the Curriculum Committee will have to be revised.

Technical and Vocational Education

The Trustees' Convention went on record as favoring the continuance of the Federal grant to each of the provinces in aid of Vocational Education.

"Mr. Barnes said: 'It is well known to you all that we had for a period of years a grant from the Dominion Government in aid of Technical and Vocational education in all the Provinces in the Dominion, but it was not renewed under the King Administration. The present Prime Minister opposed the discontinuance of this and said he would renew this grant if he were elected and he did have an act passed at the last session although it received opposition, to pay \$750,000 to the Provinces of the Dominion under certain restrictions. We are suffering today from the lack of that grant, particularly such cities as Calgary, Edmonton, Lethbridge and Medicine Hat, and in fact all high schools would like to put in some vocational education. We all are asking for it and desire it and yet no matter how we desire it the children are not getting it. What are we going to do? We ask these councillors who simply pass an Order-in-Council if it is not to be put into effect until these times pass by? We protest against the lack of putting of this Act in force and ask that it be put into force immediately. If education is to suffer in this depression, what about the next generation? Education is the last thing which should suffer and this resolution insists the Dominion Government put that Act into force.'

Resolution put to vote and CARRIED."

Your President feels that the A.G.M. should get behind the Trustees' Association in their endeavor to secure a re-enactment of the grant for Vocational Education. We are so backward in this respect in the Province of Alberta that one really feels ashamed of our position when visiting the Vocational institutions in a number of the other provinces. The problem of introducing Vocational education is one and the same problem which school trustees think they are trying to solve when they introduce regulations intended to eliminate pupils who are persistently repeating their year at our Academic high schools. It seems to me a most amusing situation when we find Trustees, Superintendents and Teachers all attempting to eliminate from the Academic high schools those who are not making good, when as a matter of fact, what is required is not an elimination of

pupils but an introduction of new courses of the Vocational type in which the pupil can find self-expression.

GENERAL OBSERVATIONS BY THE PRESIDENT OF THE A.T.A.

I have endeavoured in this brief report to bring before the General Meeting the more important phases of the year's work of your Executive, our contact with the Government, some of the vital topics discussed by the C.T.F., the resolutions passed at the last Annual Meeting of the A.S.T.A. and some hints concerning the reaction of your executive with respect to the various situations with which it has been confronted during the past year. It is indeed a great honour for any person to be chosen as President of the A.T.A. and it is, moreover, a distinct privilege to be associated during the year with Executives of such high calibre as those annually selected by our membership at large.

The indefatigable energy and the dauntless courage of our General Secretary, Mr. Barnett, together with his unswerving loyalty and devotion to the Alliance membership and the worthy principles which that organization has enunciated, forms the unchanging bond which makes it possible to carry on the good work from year to year. The dignity and efficiency which characterized Mr. Barnett's presidency of the C.T.F. was a matter of general comment from the delegates of all provinces at the last meeting of the C.T.F.

Miss M. Benham who acts as assistant to the General Secretary has, through long experience in the A.T.A. office, become very efficient in dealing with routine correspondence, thereby relieving the General Secretary to such an extent that he is free to perform a fair amount of the numerous duties which fall to the lot of an organizer.

Mrs. Devon has had much experience as filing clerk and assistant cashier, and renders experienced and competent service.

Our Alliance Solicitor, Mr. Geo. Van Allen, K.C., continues to render distinguished service to the Executive by his masterful handling of such law cases as are considered necessary to be fought to a finish by the Executive.

In concluding my third year of service on your Executive, I am absolutely convinced that an Alliance is essential, not only for purposes of self-preservation, but in order that the one and only body of technicians interested in educational aims may be able to function as the Beacon of Educational Progress. I would advise the A.G.M. to lessen the number of resolutions on which they wish energetic action in any one year. My experience leads me to conclude that the A.G.M. should put its main "push" behind three or four of the most vital objectives in order that the energies of our attack are conserved. With special reference to the coming year I beg to suggest that in my opinion our main "push" should be concentrated on the following objectives:

- (a) Enactment of a Pension Scheme, or alternately, Government Recognition of a Teachers' Alliance with compulsory membership, disciplinary powers and a provincial salary schedule which would render pensions unnecessary.
- (b) Changing form of Contract to that agreed upon by the A.S.T.A. and the A.T.A. Executive.
- (c) Protection of the Salary Minimum.
- (d) Extension of Educational Services to include Vocational Branches from Grade VII to Grade XII inclusive.

I desire to congratulate the incoming President, Mr. Brock, on his succession to leadership of the Alliance which, for its part, is fortunate in selecting as its President a man possessing boundless energy and ability, co-existent with a pleasing and forceful personality.

Respectfully submitted,
C. O. HICKS,
President.

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Annual Report, General Secretary

MEMBERSHIP

IN SPITE of the fact that this Annual Meeting comes before the end of the financial year thereby making the period for collection of fees almost half a month less than ordinary years; in spite of the depression; in spite of lessened income of teachers; in spite of the cancellation of the fall conventions; in spite of the fact that school boards are indebted to the teachers of Alberta to the extent of hundreds of thousands of dollars, the number of members considerably exceeds the record set by 1930-31. At the date of closing the books (March 24) there were 2648 fees received excluding provisional members in the three Normal schools and the School of Education. There were 46 cancellations this year from teachers who could not obtain positions and therefore could not pay the fees promised.

As usual the School of Education at the University of Alberta is 100 per cent. strong. Both Edmonton and Camrose Schools have live Locals who are busy writing up members and Calgary is going ahead as usual. 282 provisional members have signed up out of approximately 700. As might be expected the students are not quite as ready to assume the obligation of membership as when they were all practically certain of obtaining a school immediately after graduation. The organization work is not yet completed. The figures are:

Last Year	This Year
April 1, 1930 to April 1, 1931	April 1, 1931 to April 1, 1932
Fees received 2,555	Fees Received 2,761
Cancellations 18	Cancellations 46
2,537	2,715
Members in good standing not included in above 77	Members in good standing not included in above 114
2,614	2,829
Provisional members.... 442	Provisional members.... 282
3,056	3,111

ORGANIZATION OF LOCALS

This year the Provincial Executive made a concentrated drive upon the formation of Locals and the General Secretary took an extended trip in the early fall, visiting all centres between Edmonton and Vermilion, between Edmonton and St. Paul, between Edmonton and Coutts, together with side journeys from Calgary to Banff and from Lethbridge to Cardston, returning via Macleod to Lethbridge, and from Lethbridge East to Medicine Hat, Medicine Hat to Calgary, Calgary to Drumheller and Stettler, and thence returning to Edmonton.

In each geographic district Advisory Committees of persons at strategic centres were appointed last Easter, to co-operate with the District Representatives on the Executive in the work of formation of Locals. A committee was also formed under the Chairmanship of Mr. A. J. H. Powell for the purpose of compiling material for the use of Locals. Suggested programmes or topics of discussion have appeared in each issue of the Magazine, since last October. We acknowledge, with thanks, the co-operation of the Willingdon, Innisfail, and Edmonton Public School Locals in the matter of supplying suggested programmes or material for this section of the Magazine. Whether or not the efforts of this committee have been worthwhile we cannot say, in that we have had very few comments upon this work, but, on the whole, there is an increase of six in the number of active Locals over last year. Locals are fully organized and functioning at fifty-one centres, namely:

Banff, Barrhead, Beverley, Bruderheim, Calgary (four Locals), Camrose, Camrose Normal School, Cardston, Champion-Carmangay, Chipman, Claresholm, Coaldale, Coahurst, Coleman, Colinton, Coronation, Coutts, North Daysland Rural, Derwent, Edmonton H.S., Edmonton P.S., Edmonton Normal School, University School of Education, Edson, Ft. Saskatchewan, Galahad (Wheatland Local), Glendon (Beaver River Local), Hairy Hill, Holden, Lafond, Lethbridge, Medicine Hat (Public School), Millet, Minburn, Myrnam, Macleod, Raymond, Red Deer (Public School), Smoky Lake, Stettler, Taber, Vegreville (High School), Vermilion, Veteran, Vulcan, Waskatenau-Radway, Wetaskiwin, Willingdon.

In addition to the above our mailing list contains 77 names

of persons desiring to receive all circulars forwarded to Locals at centres where Locals are not organized. Names are placed upon this list only by request.

The matter of formation of Locals has been tackled from every possible angle—by personal solicitation, by mail, and through the Magazine, for it was felt that this year especially, we wished to be as representative of teacher opinion as possible on the outstanding questions before the teaching profession and educationists today. In the rural areas especially, it is felt that the Local fills a real need in providing an opportunity for the teachers to meet and “talk shop” as well as furnishing avenues of social contact. We solicit the co-operation of school principals in the larger centres in directing the organization work, for the school principal in the town school is the natural leader of the teachers. The central office is pleased to defray any out-of-pocket expenses in connection with the organization work, or to assist in any possible way. A special appeal is made to the following centres to come in and help formulate our policies:

Barnwell, Barons, Bassano, Bellevue, Big Valley, Blackie, Botha, Brant, Breton, Brooks, Buford, Cadogan, Camrose, Carstairs, Castor, Clyde, Crossfield, Didsbury, Dina, Drumheller, Duchess, Edgerton, Entwistle, Gleichen, Grande Prairie, Granum, Hanna, Hardisty, High River, Hillcrest, Innisfail, Jasper, Lacombe, Lamont, Leduc, Magrath, Medicine Hat (High School), Morecambe, Mundare, Nanton, New Dayton, Okotoks, Olds, Opal, Peace River, Ponoka, Provost, Rainier, Red Deer (High School), Redwater, Sexsmith, Stirling, Strathmore, Streamstown, Sundre, Three Hills, Turner Valley, Vilna, Wainwright, Westlock, Wildwood.

(Note:—Since the issuance of this report we have been advised of the formation of Locals at Clyde and Magrath).

RADIO

On the recommendation of the Organization of Locals Committee, touch was established between the University Radio Broadcasting Station and the Executive, relative to the possibility of initiating a weekly A.T.A. Broadcast. Mr. A. E. Corbett, Director of Department of Extension, adopted a most accommodating attitude towards the suggestion, and after conferring with the President of the University who also proved sympathetic, arranged for a meeting of our committee with Mr. Corbett, Miss Marriott and Mr. Brown of the C.K.U.A. staff. It was decided to arrange for a weekly broadcast free of charge and after negotiation Miss Marriott was successful in inducing the management of the Alberta Pacific Grain Company, Station C.K.L.C. at Red Deer to “hook-up” with C.K.U.A., Edmonton. Live radio committees were appointed at Edmonton and Calgary, under the chairmanship of Mr. A. J. H. Powell and C. Thorlakson respectively, and broadcast programmes were arranged from January to June, the Edmonton and Calgary Committees taking care of the programme each alternate month.

Members should understand that broadcasting is a very expensive process and the use of two stations, free of charge under the auspices of the A.T.A. was a courtesy and a financial sacrifice on the part of C.K.L.C. and C.K.U.A. which should be acknowledged with gratitude and hearty thanks.

PENSIONS

This matter will be reported on by the Pensions Committee. However, I feel it to be no more than fair to suggest that the action—or rather inaction—of the Government in this regard is leaving a trail of unenviable notoriety amongst the governments of Canada, of adverse publicity and other retrograde effects on teaching and the educational system of the Province. These Extracts quoted below evidence these respective contentions:

(a) **Canada 1932.** (The official handbook of present conditions and recent progress), page 177:

“Numerous factors have contributed to the more permanent status that the teaching profession has assumed. Teachers’ pensions have been introduced in all provinces except Alberta, in most cases within the last few years, adding much to the stability of the profession.”

(b) **Editorial, The Herald, Calgary, Feb., 1932:**

“Alberta Lacks Pension Plan

Responsibility for providing educational facilities for all children in Canada is vested in the provincial governments and in the municipalities, because education is so basic to the economic, political and social welfare of the state that it cannot be left to private initiative.

In any educational system the chief factor is the teacher, and according as teachers are well trained, intelligent, progressive and contented the school system will be efficient and successful. To ensure that the fear of penury and dependence when his years of service in the classroom are ended does not hang over the teacher, it is incumbent on the state to establish a teachers' pension in which all teachers are contributors.

A teachers' pension scheme, in addition to improving the quality of service which the teacher gives, serves the useful purpose on the administrative side of permitting the superannuation of those whose efficiency is impaired through advancing years. This, in turn, produces a better morale throughout the school system by providing proper avenues of advancement to those whose service is of shorter duration.

The teachers of Alberta have endeavoured for ten years to induce the Provincial Government to draft a pension plan, but without avail. The Government toyed with the idea in the years of prosperity and now conditions are not propitious. It may be pointed out, however, that Alberta has the unique distinction of being the only province in the Dominion which has not a teachers' pension system in operation."

- (c) "General Statistics of the Department of Education. (Comment on tables 18 and 33 as laid on the table of the Legislature).

"The average number of days of operation in Ungraded Schools was 193.18 days and in Graded Schools 197 days. The policy of paying grants monthly has undoubtedly had the effect of lengthening the number of days of operation in the Ungraded Schools. In the Ungraded Schools pupils attended on the average 147.28 days, and in Graded Schools 164.92 days, showing a decided improvement over last year."

By referring to tables 18 and 33, in comparing the number of rooms in operation and the number of teachers employed, there will be noted a greater instability of the profession in the year 1931 as compared with last year. In the year 1930 there were 5,558 rooms in operation and 5,705 teachers employed during the year, while in 1931 there were 5,624 rooms in operation and 5,844 teachers employed.

(N.B.—This in spite of the fact that unemployment generally reacts in the opposite direction; that is to say, during such time the tendency of people is to "hang on to their jobs.")

LAW

The Solicitor's and Law Committee's reports will deal with the various cases sponsored by the Alliance on behalf of teachers. Much has been said, discussed and published as to the amount of litigation in Alberta between school boards and teachers regarding contracts. Without in any way adopting a partisan viewpoint it can be said that much of the litigation could have been avoided had the Department of Education been less disposed to "jump in" and tender opinions to school boards, involving the very point in dispute. Naturally when a school board obtains an opinion from a government department they accept it as being accurate and authoritative, so feeling assured of the correctness of their legal position, refuse to adjust, negotiate or compromise with the teacher. Not infrequently the Solicitor of the Alliance has a different opinion from that of the Department; the member persisting in his right and privilege as a member, desires the Alliance to uphold his rights so, inevitably, a law suit is precipitated. This is not meant to imply that the Departmental advisers are incompetent insofar as interpretation of the statute is concerned: the point is, there has been a marked tendency on the part of the Department to accept one interested party's statements as representing accurately all the facts and attendant circumstances, then to give an opinion on a one-sided citation with results generally prejudicial to any adjustment, thereby involving all parties to the dispute in litigation and attendant trouble and expense.

Were such examples rare or exceptional it would not be public-spirited to make this criticism of the Departmental procedure in this regard. Suffice it to say, however, that the immediate interests of the individual teacher have been so prejudiced frequently; also, the decidedly false impression has thereby been imprinted on the minds of school board members and others that the Alliance is intransigent and litigious. Consequently it is again imperative that we make this plea to the Department: "If you can't—or must not—help the teacher when legal points are in dispute, please in-

form yourselves fully on both sides of the question before "jumping in" on behalf of the school board or, in the alternative, 'Keep clear of the ring altogether'."

THE A.T.A. MAGAZINE

The circulation of "The A.T.A. Magazine" has increased greatly during the past year, over and above that due to the trustees' subscriptions.

The hearty thanks of the management are due to those who send in articles of the type appearing in the Magazine. Special mention is due to many who have furnished the material in: Research Section—Drs. Lazerte, Sansom, and Willis and Messrs. Rosborough and Corbett; Marginalia—Dr. Sansom; The World Outside—Miss R. J. Coutts, Miss Annie Campbell and Mr. J. D. Ferguson.

The only economic setback for the Alliance during the past year results from decreased income from advertising amounting to an average of approximately \$200.00 per month, \$2,000.00 during the year. Unfortunately as advertising income decreased, it was impossible to cut down the printer's bill; on the contrary, the increased circulation correspondingly increased the printing costs. Ours is no exception to the general rule that the financial crisis and business depression have caused all magazines, newspapers, periodicals, and official organs of organizations to enter upon a veritable struggle for existence. Since 1932 the "A.T.A. Magazine" has been a fine source of income but unless conditions improve, instead of the magazine making a substantial contribution to offset overhead expenses it will have to be subsidized from A.T.A. funds.

RE CANADIAN TEACHERS' FEDERATION CONVENTION FOR 1932

Advice from the Secretary-Treasurer lead to the practical certainty that no nation-wide conference will be held in Regina next July. The teachers' organizations of many of the provinces are finding their financial resources so taxed that they consider it advisable to conserve their funds by cutting down on the capitation fees of the C.T.F. As most of the C.T.F. income is devoted to conference expenses, the cancellation of the annual conference will reduce the charge on the provincial organizations to 25 per cent. or 30 per cent. of the normal amount.

SCHOOL GRANTS

Early in the year, rumors were rife that the Government contemplated slashing school grants. However, our confidence in the Government in this regard was not misplaced and there was no cut in grants for the current year. Nevertheless there seems to be grave danger of many schools being unable to operate on account of lack of funds and dozens of cases have been brought to our attention where Inspectors have recommended that certain schools be allowed to close for extended periods. Incidentally this closing means that the teacher is expected to go without salary for several months. This is a sad state of affairs both for pupils and teachers and however difficult it may be to finance the schools, the wherewithal should be provided somehow to continue schools in operation and a way should be found to prevent impairment of our greatest resource—the young people of our land.

According to the figures supplied by the Dominion Bureau of Statistics, with the exception of Ontario, the Alberta Government bears a lower proportion of the total expenditure on education than any other province in Canada and approximately one-third lower than the average throughout the Dominion.

Here are the figures:

Percentage total borne by all provinces in Canada, 15.2 per cent.; P.E.I., 61.8 per cent.; N.S., 23.1 per cent.; N.B., 15.9 per cent.; Quebec, 20.3 per cent.; Ontario, 9.1 per cent.; Manitoba, 12.5 per cent.; Saskatchewan, 17.3 per cent.; Alberta, 10.6 per cent.; B.C., 33.4 per cent.

Under these circumstances, it surely is not unreasonable to suggest that the Alberta Government should assume certain additional financial obligations even at the present time, e.g.:

(a) Where a school board is found unable to pay the statutory minimum the Government might pay a special grant to the teacher to make his salary equal to the statutory minimum.

(b) Keep all schools running which are now closed or closing on account of lack of funds.

(c) Adopt a pension scheme for Alberta teachers.

THE SALARY SITUATION Average Salaries in Alberta.

To	Towns	Rural & Cities	Village	Sep.	Cons.	All Schools
1931....	1018.32	1701.45	1272.44	1136.64	1222.58	1226.25
1930....	1058.73	1639.14	1282.42	1109.03	1275.13	1241.60
1929....	1055.77	1611.40	1277.93	1094.68	1229.74	1222.67
1928....	1027.63	1604.52	1302.72	1074.97	1261.07	1200.64
1927....	1033.57	1771.79	1271.80	1048.65	1250.26	1244.01
1926....	1032.80	1598.04	1218.83	1101.11	1259.43	1203.89
1925....	1029.97	1598.70	1252.72	1127.75	1229.73	1192.81
1924....	1046.17	1530.13	1233.12	1110.56	1238.08	1186.95
1923....	.....	.....	.....	.....	.....	.....
1922....	.....	.....	.....	.....	.....	.....
1921....	1161.93	.....	.....	.....	.....	.....
1920....	1070.89	1448.06	1162.55	992.34	1223.81	1180.61

N.B.—The average salary provided for in over 3,000 agreements from rural schools signed since July, 1931, is \$912.58—What a drop!

The table of average salaries compiled from Annual Reports of the Department of Education, extending from June, 1920, to June 1931 is very significant. It shows conclusively that:

(a) Salaries of teachers have advanced steadily since 1920 until 1930.

(b) Salaries of city teachers in the large centres where local organizations are strong have steadily risen and revision in the schedules of salaries have invariably been upward.

(c) The depression commenced to strike salaries in rural schools after June, 1930.

(d) The Organization's record of achievement in regard to salaries is a triumphant one.

(e) The poor rural teacher is the principle recipient of "the showers of reductions" in salary due to unemployment, over-production of teachers, etc.

(f) Excess supply of teachers is more responsible for lowering the teachers' salaries than any other cause.

(g) Until the year commencing September, 1931, the "slash" in salaries was by no means as general as was believed by the teachers. Doubtless the instruction of the Department to school boards to execute a new agreement was largely responsible for the heavy drop in rural teachers' salaries last June.

N.B.—One prominent in city school board affairs in Alberta expressed the opinion recently that, years ago, all the school board required to do was merely to pass a resolution to "cut" salaries (e.g. 1914 and 1915). Now, however, owing to the strength of the Teachers' Alliance the bargaining power of the teaching staff is such that school boards would not attempt to "get away" with that kind of thing, even had they not come to realize the conference table as the most congenial and effective means of settling things.

When on the question of salary cuts it might be well to suggest that the teachers themselves have been more responsible for the debacle since September last than the trustees themselves. It would be unfair to make any attack upon those hundreds of teachers at present out of employment, whom necessity compels to offer their services at less than a living wage, but the fact remains that many of the poorest districts of the province were prepared to pay much higher salaries than many of the teachers themselves demanded. This wholesale underbidding is doubtlessly due in large measure to the large number of unemployed but it is submitted that the poor membership showing in certain of the Normal schools last year rendered abortive the efforts of one student body (Calgary) which was well organized and showed itself anxious to develop some co-operation amongst the graduating students through the A.T.A. regarding minimum salary. Nothing could be done effectively unless all student groups could be brought to pull together. When the students graduated, therefore, they were at a loss to know what salary it was expedient to quote, for no province-wide understanding had been made: hence the "mad scramble." Boards prepared to pay far more than the statutory minimum were inundated with applications calling for much less: consequently the pressure upon Inspectors to sanction payment of salary below the minimum was often too great to be withstood.

Economy, economy, economy! Such is the parrot cry wherever and whenever the workings of public bodies today are concerned. This incessant, reverberating cry is shouted from the house-tops, from legislative halls, in council chamber, in school board meetings, in convention hall. Which, being interpreted, means dismiss more and more people out of a job; put them on relief; cut the pay more and more, of those dependent upon the proceeds of taxes for their live-

lihood. While economy is next to cleanliness and cleanliness next to Godliness, it is obviously wrong to decry the cry of "economy" but might I suggest that when it comes to economy two factors enter into the situation:

1. With the great financial interests exercising their power and influence to the limit, there is little chance of any government or other publicly-elected authority spending money unnecessarily. The position such that willy nilly they must economize for the stronghold of the financial interests is so tight that barely sufficient credit is given to allow public authorities to preserve their existence.

2. There should be equality of sacrifice. In this connection a few excerpts from a recent report of a Board of Conciliation and Investigation in a matter of dispute over a cut in salaries of the firemen of Calgary is of particular significance. The Board was presided over by Mr. Justice McGillivray.

"Now it seems to me that economy in administration does not involve reducing wages that are fair so as to make them unfair. It is clear that fire-fighting is an essential service which it is to be expected will be provided by all civic bodies for the protection of the lives and the property of the citizens that they represent. As for the exercise of the taxing power, it is unfortunate for the citizens who have to presently bear a heavy burden of taxation that that burden should be made heavier and so harder to carry but I am not impressed with the argument that it should be lightened by selecting one class of citizens and requiring them to pay not only their share of taxes but to have them make a further contribution as well. I see no difference as a matter of fairness between imposing a reduction in the wages of fire-fighters if it is once conceded that they were only fair before the reduction, and selecting any other class, say the doctors of the city, and requiring them to pay in addition to their share of the taxes, an additional sum of money to lighten the burden of the taxpayers generally. An enforced reduction of wages as against civic employees is quite the same in my view as an enforced contribution from some other class. The employees are so placed that it is easier to get at them, that is the only difference."

Again:

"To look at the other side of the picture, if the argument of the city based upon financial difficulties alone were sound, then as a matter of fairness, if at any time the fire-fighters found themselves in financial difficulties by reason of the mistakes of their forefathers or by reason of improvidence or by reason of conditions over which they had no control, such as sickness in their families involving expensive surgical operations, they might on the same reasoning come to the city and state their case with every confidence that because of these considerations their pay should be increased. I venture to think that the civic fathers would give short shrift to such a proposal and I am of the opinion that the proposal of the city based on financial difficulties alone should be disposed of with equal dispatch."

"For the reasons given, while accepting the statements made on behalf of the city as to its financial condition, I would not report in its favor, if the sole argument on its behalf was the one predicated upon its financial condition, dissociated from all other considerations."

In dealing with "cuts" based on decreased cost of living, the report has this:

"It may not be out of place to observe that since the city succeeds on the ground that the cost of living is an important if not the dominant factor in the fixing of rates of pay to firemen, it follows that in all fairness and justice the city must be prepared to stand on the principle that it has successfully invoked and to grant an increase of wages to firemen if it is established by them at any time after the period in respect of which this inquiry is made, that the trend of the cost of living is once more in an upward direction."

These clippings from "The American Teacher" (Jan., 1932) are well worth scanning by Alberta Teachers:

In Re Salary Cuts

Far from assuring are news items appearing in the press of school boards who seek to reduce salary schedules, or in some cases to suspend annual increments. The reductions of the teaching force accomplished by increasing class size and teacher load does not get into the papers but we know it is going on.

Unfortunately the psychology of the time makes resistance hard. Teachers and public alike can too easily drop into a non-resistant attitude—a hard time, everyone must take a cut, lucky to have a job at all.

For a teacher this attitude of personal resignation is more than unintelligent, it is a betrayal of a trust. It is failure to realize the significance of their work, and that failure is social crime.

We let the world, we even let ourselves, forget that schools exist for children. As individuals we may be selfish or we may be altruistic, but as teachers we have no right to keep still and see children cheated.

Adequate salaries do mean happier teachers, but the important thing is they mean better ones. Adequate salaries mean relief from financial strain which must affect school-room atmosphere. Adequate salaries mean release from outside work.

The Present Crisis

State-supported education is menaced today with the gravest dangers. Educational journals the world around give evidence that economic conditions are reducing public revenues to an alarming extent and that almost universally the schools are seen as the first place to cut.

Actual decrease in public expenditures is undoubtedly necessary in many if not most American communities. The daily press reports show many cities with failing credit, if not actually bankrupt, because budgets do not balance.

Unfortunately the social vision of those to whom the budget balancing falls is often not of the highest order, and the task is no child's play.

The salaries of teachers, as one of the largest items of public expense, inevitably presents itself as the easiest money in sight. Salaries of political appointees are sacrosanct, they are sources of revenue and votes for the politician and the party.

Business contracts where enormous waste and graft might often be easily uncovered, are also invisible behind the screen of their political value. Educational salary funds, unprotected by political power or wealth, are the only unresisting place for economies. Even policemen and firemen as guardians of property are less open to the attack of the political budget balancer.

Offsetting this powerful protection of the politically useful, the schools have as their guard, their defence, the American reverence for education, the devotion of the American people to the public school. This is real, it is powerful—powerful enough, if we have the means and know how to use it. But in thousands of American communities the teachers are unorganized, inexperienced in political and legislative work, unaccustomed to reaching the public, and the predicament of the schools is truly alarming.

The general public is interested in the schools, but profoundly ignorant of their needs. The political demagogue can make the school budget sound extravagantly large. The teachers are inarticulate because they are scattered and leaderless. "The children know not that they suffer."

Organized teachers have in this crisis a challenge to prove their strength and their social vision. With machinery organized, workers trained, morale developed by unity, they are in a position to serve their communities and its children, their country and its schools.

And the following clipping from "The School Master and Woman Teachers' Chronicle" is also of interest:

The schools are regarded by ruthless "economizers" either with spite or callous cynicism. Their work is either being questioned or their worth to the nation derided. The status of the teachers is involved in this attack upon the schools, for in the long run the status of education decides the status of teachers. If the job is regarded as superfluous or with cynicism as to its worth to the nation, then those who do the job will suffer.

It is the overriding influence of the nation's outlook upon the schools and the determining power of economic conditions which make it necessary that the profession should exert itself with increased activity and with the maximum power. We should, as an organized body, be the focusing power and the organizing director of all progressive educational opinion in the nation. We should bend the whole of our energies in a mighty effort for the schools and the children who come to them. The ensuing decade will be one of harder and harder existence for the schools. We shall witness a war of attrition conducted with persistent effort by those who have no faith in education. We must resist the economizers. We must mould events. We must mobilise all men and women of good will in defence of the schools and the profession. But we must also mobilise ourselves.

Respectfully submitted,

JOHN W. BARNETT,
General Secretary.

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PORTAGE MUTUAL INSURANCE COMPANY NEGOTIATE WITH A.T.A.

It will be a matter of interest to our members to learn that negotiations are now underway between the Portage Mutual Insurance Co. and your Executive with the ultimate object of securing for our members a substantial saving on their Fire and Automobile Insurance, by the forming of an "Insurance Group" in which only members of the A.T.A. will participate.

It is hoped that an early agreement will be arrived at in order that our members throughout the Province will secure an immediate benefit from this source. Several large associations have already secured the benefits of such a proposal, and it is to be hoped that our members will avail themselves of this opportunity to save should our negotiations reach a successful conclusion.

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The World Outside

Current Events' Committee

MISS ANNIE CAMPBELL

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

A PACIFIST PASSES

A commanding figure in the political life of France and in the realm of International affairs passed into history with the recent death of Aristide Briand.

Since entering parliament in 1902 he was a prominent figure in French public life. This is shown by the numerous times he held the position of Premier, Foreign Minister and Minister of Justice. From his youth he was an ardent pacifist and the events of 1914-18 accentuated his hatred of war and all that it involved. Among his International accomplishments are his contributions to the Locarno Treaty, the Kellogg-Briand Pact, the advocacy of a great Pan-European Economic Union and his splendid example of a model delegate to the League of Nations. As a delegate he had almost intuitively the capacity of viewing a situation from the other party's point of view—a fact which explains why his addresses to the Assembly were followed with a keener intentness than was accorded to any other delegate.

To France he means a loss comparable to the one Germany sustained in the death of Stresemann, to the world an internationally-minded statesman that will be difficult to replace.

* * * *

The death, on New Year's day, of Mr. C. P. Scott for so long editor of the *Manchester Guardian* was the occasion for a remarkable outpouring of tributes to his character and his work and influence. Messages were sent from every part of the world, and there was probably not a newspaper of note anywhere that failed to print an appreciation of this man who at the age of twenty-five was made editor of the *Guardian* and who continued in that position for fifty-eight years. One writer concludes his article thus: "Mr. Scott's achievement—to have given a small provincial paper a unique world reputation, and built on the basis of a local Lancashire circulation an organ of criticism and of thought which no one of intelligence could afford to miss and which people speak of with respect and indeed with something like awe, on farms in the Middle West and in remote villages in the Balkans—this is an achievement which, when one thinks of the practical obstacles, seems almost miraculous. I know of no achievement in the past century to surpass it. The best of such achievement is that it is permanent; that the paper is still there, as alive and as honest as ever, and that even those who do not have the sense to read it, are saner, more tolerant and more intelligent because its sanity, tolerance and intelligence have become part of our national inheritance."

* * * *

By the Soviet-Latvian non-aggression pact each country binds itself to non-participation in political, military, economic or financial agreements directed against the other. Blest be the tide that binds!

The opening of a great irrigation scheme in India was recorded recently in English papers. Since as long ago as 1846, plans have been proposed for reclaiming the desert areas in Sind, the northwestern part of the Presidency of Bombay, but because of the serious engineering and other problems involved in such an undertaking, as well as the enormous cost, scheme after scheme had to be abandoned. Finally, in 1921, a project was authorized and two years later work was begun at Sukkur, a point on the Indus four hundred miles from the sea. In Vol. 1 of the Simon Report, it is stated in a note on the "Sukkur Barrage and Canals Construction", that the work was costing the sum of 16,000,000 pounds, that irrigation was to begin in 1932 and the work to be completed in 1934. The Barrage is stated to be the greatest structure of its kind in the world, carrying across the Indus two bridges five times longer than London Bridge. To carry the water across the territory to be irrigated, there are seven canals, "several of them broader and very much longer than the Suez." When the scheme is in full operation it is expected that the cultivated area of Sind will be raised from two and a quarter million acres, as it is now, to six million acres, and as there will be an assured supply of water instead of a doubtful and scanty one as at present, it is perhaps not too much to say, as has been said "It means a new dawn for Sind: an arid tract will be turned into a vast granary."

* * * *

Service over the air mail route from London to Capetown began on Wednesday, January 20th, when the first load of mails consisting of 20,000 letters and 150 parcels left the air station at Croydon for Capetown and intermediate stations. Though at present only mails are being carried, it is expected that in a short time passengers will be taken also at a fare of 130 pounds. The route runs by Italy, Egypt, Kenya, and Rhodesia to South Africa and the time occupied in making the trip is twelve days, though it is hoped before long to shorten this to nine. The beginning of this service marks the successful completion of a long course of experimental work by the British Air Ministry. Since 1920, officials of the Air Ministry have been at work, pioneering and planning—surveying the route marking out aerodromes and landing places and establishing temporary depots. There are twenty-seven main air stations along the route, and thirty intermediate landing places. Seventeen of the stations are fitted up with wireless offices, and in addition the service maintains a meteorological system. To carry on this important work, there are about 300 men at the various stations in Africa, all of whom were very specially trained in London and Croydon.

* * * *

A conference of the Russian Communist Party was called for January 20th, in Moscow to discuss

plans for the second five year effort on which the country hopes shortly to begin. A correspondent of the *London Observer* states that there are three stages in Russia's drive for self-sufficiency. First—independence as regards raw materials and food products; second—the manufacture in Russia of goods formerly purchased abroad; the making of the more complicated types of machines and of factory equipment. For the first Five Year plan it is claimed that in certain lines of development, the Russians exceeded their hopes, but that in others they fell behind. But, to quote the *Manchester Guardian*, "A tremendous ground-work will have been completed by the end of the first five years, and the claim that the second five will see an output two or three times greater than the first, may prove to be no idle boast." The second Five Year plan contemplates a great increase in electrical power, and in railway building, as well as special concentration upon the building of machinery. There is also to be a tremendous effort to train and educate a body of skilled technicians from among the Russian workers and peasants. And it is significant that the new plan emphasizes the fact that individual consumption of food and goods will increase two or three times. The comment of *The Guardian* is that "the impulse to recreate the state will not endure through indefinite hardship." It is perhaps in recognition of this fact that the Russian worker is to get at last "a material return for an effort that is without parallel in history."

VIEWES OF MEMBERS OF THE LEGISLATURE ON EDUCATION

The following facts were gleaned from discussions which took place during the passing of the Estimates for Education. Mr. Gibbs, member for Edmonton, is ever alert in the interests of education. He asked for information with respect to the Federal Grant for Technical Education which was eliminated by the Liberal Administration. The present Federal Government had passed the necessary legislation but up to the present had refused to implement the grant.

Much discussion took place with respect to the Normal Schools. The Minister of Education, in reply to a question by Mr. Montgomery of Wetaskiwin, as to the policy of the Government in connection with the Normal Schools, stated these institutions must have a definite uniform policy. It was impossible to have an "in and out" policy. With respect to the statement that there is an over supply of teachers, it is true there is an over supply at present, but it is quite possible to have a shortage in the near future. There are many pupils leaving High School who are expecting to take a Normal School Course, and it would be unfair to deprive them of this training by closing two of the schools as had been suggested. Mr. Gibbs thought that there was an opportunity to direct pupils from the Rural Districts to the Agricultural Schools rather than the Normal Schools and thus reduce unemployment among teachers.

Mr. Miskew, of Whitford, was of the opinion that wastage in the teaching profession was due mainly to an underpaid profession, and that teachers used the profession as a stepping stone

to more lucrative positions in other walks of life.

Donald Cameron, of Innisfail, thought that the Government would be justified in closing one of the Normal Schools rather than one of the Schools of Agriculture. The Premier participated in the discussion at this point and stated that there was quite a body of public opinion in the Province that the Government should not restrict students from entering Normal Schools. It was quite possible that in a short time there would be a shortage of teachers. He promised that the Government would, between now and June, study the question of supply of teachers carefully, with a view to determining what is the best course to follow with respect to closing one or more of the Normal Schools.

Mr. Matheson, of Vegreville, reminded the House that these young people who attended Normal School did so with a definite purpose in view. The closing of a school would prevent a large number of students who are expecting to enter the teaching profession from so doing, and he was of the opinion that it was wrong to discontinue this very important service to our young people.

Mr. Lang, of Medicine Hat, very highly commended the work done at the Summer School. It gave the opportunity to many students to obtain their degree, who could not attend University.

When the vote for the Deaf and Blind Children was before the House the information was elicited that there were 74 deaf and 19 blind children who were distributed at different institutions in Canada. The parents of these children were almost without exception unable to provide funds for their support and the financial burden was borne by the Government.

Under the Board of Reference Vote a rather heated discussion was precipitated with respect to litigation. The question was asked whether the Government had contributed towards the payment of costs of a School Board in a court case against a teacher which was answered satisfactorily by the Attorney General. Mr. Howson suggested that the Government should pay the expenses of the teacher as well as the School Board in case of litigation.

When the question of the loans to Normal School students came up for discussion, Mr. Howson advocated their elimination because of an over supply of teachers. He thought that there was no justification for these loans at this time.

Mr. A. L. Sanders, of Stettler, took issue with the former speaker on this subject. He contended it was a service which was very helpful to rural students, in fact to all students living outside the cities where Normal Schools were placed. These rural students who took advantage of the loan had no funds to complete their education or attend University and he said that to eliminate this service would be discriminating against them.

Dr. McGill, of Calgary, was opposed to the loans and advocated instead that straight grants be given. He said that the Government was borrowing money at 6.7775 per cent and was loaning money to Normal students at 7 per cent, not enough difference to defray the cost of administration. If there were losses entailed from this service why continue the policy?

Mr. Lang was in favor of any plan which tends to bring our educational institutions closer to the

people, especially with respect to University courses. He was of the opinion that loans should be given to those students who were specially qualified to become teachers, or who showed particular promise in that direction and should be confined to pupils who had passed Grade XII. The loans should not be abolished but proportionately reduced according to the number of students who enter Normal School. The experience has been that these loans have been beneficial to both students and the Province.

The Minister of Education said the policy of the Department was to restrict loans to students who have to leave home. People who live within the radius of the Normal School enjoy an advantage at the convenience of the people of Alberta.

Mr. Farthing contended that owing to the large surplus of teachers it would be a kindness to wipe out all loans for the present year.

The Premier in his contribution said that the Government would ultimately get away from the principle of these loans, and had given very serious thought to their discontinuance. The deciding factor was that cash reserves on the part of the people will be pretty well drained. Is a year like this a proper one to eliminate these loans? However, the Government was willing to abide by the decision of the House whatever it might be.

Both Mr. Pattinson, member for Edson, and Mr. Smeaton, member for Lethbridge, said it would be bad policy to get away from these loans now. Over supply applies to all professions and all branches of work. It would be discrimination against students who did not reside in either Edmonton, Calgary or Camrose. Public money built the schools, therefore, they should be available to all and not confined to Calgary and Edmonton and to those who are financially able to take advantage of them.

Hon. Mrs. Parlyb maintained that if loans to normal students were discontinued it would mean discrimination against parts of the Province from which some of our most brilliant students come, and would work a great hardship on such students, especially girls. The question should be very seriously considered before any definite policy of cutting out these loans was stated.

Finally Dr. McGill, of Calgary, moved that the amount set aside for these loans should be cut in half. This motion was supported by Mr. Webster who stated that the whole object was to take care of surplus teachers and leeway given for the continuing of small grants to those deserving of same.

Dr. Atkinson disagreed with his associates with respect to these loans to Normal students and he felt perfectly justified in voting against the motion proposed by Dr. McGill. He stated that the loan allowed young people to capitalize their Public School and High School education, which otherwise they could not do.

Finally the motion to cut the amount for loans in half was put and defeated.

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Outline Programme

A. General Course of Lectures on Education To-Day and To-Morrow, to be given by eminent educationists, including Mr. H. A. L. Fisher, (Warden of New College, Oxford, and Principal of the Course.)

B. Lecture Demonstrations (each member selects four Courses.)

1. Four Courses for Teachers of Senior Pupils:

The Teaching of English.
The Teaching of Arithmetic.
The Teaching of History.
The Teaching of Geography.

2. Four Courses for Teachers of Junior Pupils:

The Teaching of Arithmetic.
Class Singing and allied subjects.
The Teaching of English.
Handwork.

3. Four Courses for Teachers of Infants:

Reading (The Sentence Method.)
Number.
Teaching of Handwork.
Percussion Bands.

4. Special Courses for Overseas Students:

The Speaking of English. (Non-English English Practice. Speaking Students.)
Modern English Literature.
English Schools and Universities.

C. Eight Sessions will be Devoted to Discussions, Exhibitions, Recitals, Demonstrations, etc. all devoted to some special aspect of Education in England to-day. Included in this will be a demonstration of Educational Films, Educational Broadcasting and Exhibitions of class work—Handwork, History, Geography.

In addition to the Lecture Courses mentioned above, visits are arranged to places of interest, including the following: Oxford, Windsor Castle, Eton College, Houses of Parliament, Tower of London, Greenwich Observatory, London Docks, Museums and Galleries, Shops and Workshops, and a cruise on the River Thames.

The Course opens with the Inaugural Dinner in the Holborn Restaurant, and with a Meeting in the Guildhall of the City of London, after which members are entertained to tea in Guildhall and in the Halls of the Worshipful Livery Companies of London.

Social evenings, concerts, dramatic performances are arranged for evenings during the Course and luncheon is served each day in the Holborn Restaurant, when distinguished men and women of the day address the members.

Accommodation is provided in some of London's most luxurious hotels, where a resident hostess looks after the personal comfort of the members.

FEES: Full membership £16.16. (with hotel accommodation.)

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A 50-page illustrated programme of the Course will be sent on application to the Secretary, City of London Vacation Course, Montague House, Russell Square, London, W.C.1.

Your Local Alliance Meeting

Warming Up:

Quips, answers to questions given by pupils during the month.

Business:

Reading of the minutes.
Discussion of local Red Cross work.
Arrangement for payment of donations to Red Cross from members.
Reports of Delegates to A.G.M.

Current Events:

Two papers given at each meeting.
The following are some that have been already given by members:
Russia and the Five-Year Plan.
Gandhi.
The Gold Standard.
The Manchurian Situation.
The Dole System.
Discussion of the papers follow.

Professional Topics:

A Question Box.

Entertainment:

Dramatics.
Entertainment of the School Board.
Singing, A.T.A. Choir.

Social Entertainment:

Theatre party.

Local News

BRUDERHEIM

A meeting of the Bruderheim Local was held at the home of Miss Kittlitz on February 20th. Although it was one of the coldest days Jack Frost has bequeathed us this year the majority of the members attended. After the business part of the meeting had been completed, discussion was held on the most important topic for A.T.A. members at the present time, namely, the Annual Meeting. Miss A. Kittlitz was nominated delegate to the Annual Meeting, and it is hoped that no obstacles will prevent her from attending. Luncheon and the Question Box were enjoyed simultaneously.

CALGARY

The Calgary Public School Local of the A.T.A. held its monthly meeting on March 7th at 8 p.m., in the Public Library. There was a very large attendance.

Miss MacArthur, on behalf of the committee appointed to investigate the working of the Women's Hostel, by the Unemployed Girls' Committee, reported that it was doing a very important work. It was decided that this committee be empowered to use, to a certain limit, the money collected by the monthly levy, to help individual cases of unemployed girls which might be brought to their attention.

A letter was read from the School Board to the

effect that the Cumulative Sick Pay Scheme as outlined by the Local branches of the Alliance, had been granted, to become retroactive from January 1st, 1927.

Captain Edwards, Inspector of Schools, then gave a most excellent address on "Objective Activities." This was followed by a general discussion, most interesting and instructive.

The meeting then adjourned.

CLARESHOLM

At a meeting in the Claresholm School on Monday, March 7th, a local branch of the A.T.A. was organized.

The following officers were elected: Mr. Orville Kirk, President; Miss Lorna Dalglish, Vice-President; Miss M. G. Blair, Treasurer; Wm. J. Hackett, Secretary.

A committee consisting of Mr. Kirk and Mr. Hackett was appointed to interview rural teachers with the object of strengthening the Local.

On March 12th, eight paid-up members and several prospective members gathered to discuss further the organization of the Local. They expressed the unanimous idea of joining with other organized teachers and giving their support to the A.T.A.

Wm. J. Hackett was chosen to act as delegate at the convention at Calgary.

CLYDE

A meeting was held in the Clyde Consolidated School on Saturday, March 19th, for the purpose of organizing a Local branch of the A.T.A. The following officers were elected:

President, Mr. P. J. L. Wright; Vice-President, Miss J. Harbison; Secretary-Treasurer, Miss E. Fowler; Press Correspondent, Miss Irene Jamieson.

Resolutions to be dealt with at the Annual General Meeting were discussed and a delegate appointed to attend this meeting.

COLEMAN

The Coleman Local Branch of the Alberta Teachers' Alliance met on Tuesday, March 8th. After the business period, Mr. J. A. McDonald gave a very fine paper on "The Ventilation and Development of a Coal Mine," which he interestingly illustrated by means of blackboard drawings and blueprints.

COUTTS

The teachers of the Coutts area will be pleased to learn that a Local Alliance has been formed at Coutts with Miss Lois Conner as Secretary and Miss Virginnia Gow as President. All teachers of the vicinity are requested to get in touch with Miss Conner.

DONALDA

On Saturday, March 19th, Donalda Women's Institute, under the direction of Mrs. Damberger, President, and Mrs. F. Erickson, Convener of Education and Better Schools, put on an afternoon and evening meeting in observance of Alberta School Week.

Donalda, Red Willow and surrounding rural

districts took part in these meetings which were very well attended.

A "Teachers' Conference" was held in the school house from 2 to 3.30 p.m., Mr. Hoover, chairman. The discussion ran along the line of School Sports and proved interesting and helpful to all.

At 4 p.m. the public meeting convened in the Union Church with Mrs. F. Erickson acting as chairman. Rev. Fawcett gave an address of welcome, followed by community singing. Mrs. Allan of Donalda gave a paper on "Homework;" Mr. Proctor of Buena Vista S.D. spoke on "The New Ideal of Education." A splendid talk on "The Value of Physical Training Exercises in the School" was given by Miss R. M. Rasmussen of the Donalda teaching staff followed by a demonstration of exercises which was so much enjoyed that it was repeated on the evening program by request. The High School Orchestra rendered an enjoyable number at this time and Mr. L. Williams sang "The Village Blacksmith."

A question box was well patronized and ably answered by Inspector Hay of the Stettler Inspectorate.

At 6 p.m. supper was served in I.O.O.F. hall by the Donalda Women's Institute. Music by the High School Orchestra added much to the pleasure of the hour.

At 8 p.m. the evening meeting was opened by Mrs. Damberger with community singing: Dr. J. E. Jackson was the first speaker, his subject being "State Medicine;" Mr. E. I. Carter of Red Willow followed with a splendid plea for "Hobbies" interspersed with a few choice jokes gleaned from the "A.T.A." which called forth hearty laughs from the audience.

Mrs. O. M. Vikse gave a paper on "What I'd Do If I Were in High School." It contained splendid advice to the High School student. Mrs. Oatway and Miss Otteson sang "Whispering Hope" in their usual pleasing style. Mr. W. J. Collet of Red Willow spoke with enthusiasm on Boys' Work and his talk was enjoyed by all. Inspector Hay made a very favorable impression on his audience, speaking on "Education in General," and Rev. Fawcett contributed a solo to the program. Rev. Fawcett possesses a voice of wonderful volume and range.

Mr. S. R. Kerr, also of Donalda teaching staff, played two violin solos that proved outstanding items on the evening program.

Margaret Allan, Vernon Fawcett and Bernice Dicky of Grades V., VI. and VII. respectively, gave prize winning orations from those grades. Leslie Damberger of Up-to-Date S.D. sang, "My Dear Old Southern Home" with yodeling chorus and Hawaiian guitar accompaniment.

The High School Juniors rendered a chorus and the meeting closed with "God Save the King." The Women's Institute felt well repaid for the efforts put forth and that it had been a profitable day for all concerned, bringing, as it did, better acquaintance and understanding between teachers, parents and inspector.

LAFOND

A Local Alliance was formed at Lafond on February 6th last, when Mr. D. M. Nekolaichuk was

elected President and Mr. W. H. Kordavski, Secretary.

The Local held a second meeting on February 27th. The Annual General Meeting business was the main item on the programme. Various phases in modern methods of teaching were also discussed and Mr. Nekolaichuk provided a few musical selections. Mr. Keith and Mr. Kordavski then demonstrated the art of cooking by providing an excellent repast, following which the meeting adjourned.

LETHBRIDGE

The regular March meeting was held in St. Basil's Separate School on March 2nd. The teachers of the school proved delightful providers and we left the meeting with pleasant memories and an "excellent taste in the mouth." A hearty vote of thanks was accorded our host and hostesses at the conclusion of the meeting.

Lengthy minutes both "regular" and "special" demonstrated our recent activities, chiefly consisting of negotiations with the powers that be, the net result being an agreed "cut," a redeemable schedule and a first-class precedent for negotiation and co-operation between Board and teachers.

Reports of "School Week" activities were also received, delegates to the A.G.M. appointed and support arranged for our election candidates. Our Hospital Association, with thirty-nine members, has now entered its second month—a bright and sturdy offspring.

MAGRATH

The Local Alliance at Magrath was re-organized on February 21st and the following officers elected: President, Grant G. Woolley; Vice-President, Miss Marion Hood; Secretary-Treasurer, Miss Martha I. Houston.

WILLINGDON

The Willingdon Local Teachers' Alliance held its regular monthly meeting on March 11 in the Public School. There was a fairly good attendance of members, considering the present weather conditions.

The resolutions for consideration at the Annual General Meeting at Calgary were discussed. It was decided to send Mr. S. D. Samoil and Mr. H. Kostash as delegates; Mr. N. Svekla and Mr. Tom Shandro, alternatives, in case the former were unable to attend.

An interesting move was made towards the formation of an oratorical club. The committee consisting of three members: Mr. Wm. Tomin, Miss O. Kryskow and Mr. N. Richel, was requested to have the constitution prepared for the next meeting.

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No. 8

Editorial

THE MINIMUM

THE gratitude of teachers is due and hereby expressed to the Government for amending Section 161 (2) of The School Act relating to the statutory minimum salary of teachers of \$840 per annum. The question often asked previously was: "When is the minimum not a minimum?" The amendment eliminated the words "ungraded school, where no salary schedule is in operation." As the Act now stands, therefore, the "joker" is taken out and no school board is permitted to pay less than \$840.00 per annum unless after due investigation by an Inspector the Minister has actually authorized a lower rate of salary to be paid. Teachers in schools whether of one or more rooms are entitled to collect at the rate not lower than \$840.00 per annum, unless a lower rate has previously been sanctioned by the Minister, from and after April 6th last when the Bill was assented to.

CONTRACTS—BOARD OF REFERENCE

After fifteen years of endeavour to arrive at a meeting ground between trustees and teachers over the Contract question, unity of viewpoint has at last been consummated. Teachers and trustees have decided on a form of agreement which is on a "50-50" basis as between the two parties; that is to say, either party may give 30 days' notice with-

out any other formality being required except that during the months of July and August each party is bound unless released by the other. If either party feels aggrieved at the action of the other they have a right to appeal to the Board of Reference which has the power and authority to "determine" the dispute, or enforce their findings. There is provided a safeguard, however, against appeals to the Board of Reference based on trifling or false grounds—Twenty Dollars must be deposited at time of appeal which sum may be declared forfeited or refunded by the Board of Reference.

This legislation will eliminate entirely the objectionable features of the present act, for both trustees and teachers resent the compulsory intervention of a government official before being permitted to exercise the usually untrammelled, fundamental right of contracting parties to terminate. There are no formalities connected with the giving of 30 days' notice and to this extent the new arrangement conforms to the desire of the trustees as expressed at their last convention. On the other hand the Alliance have not been able to re-establish Clause 6 which necessitated a hearing before the Board could terminate. Although we can never recede from the position that a "hearing before dismissal" is just and proper in that it provides a means whereby misunderstandings between board and teacher can often be cleared up and hasty action to terminate the agreement and a break in school work avoided, nevertheless, Clause 6 did give teachers a *legal* right not possessed by school boards and on that ground they could argue with reason that Clause 6 did not provide a "50-50 break" for school boards, many of whom resented being compelled by law to do what their sense of justice alone would dictate. The teachers on the other hand clung tenaciously to the principle that the only brake against dismissal on irrelevant grounds was a preliminary meeting. The new arrangement however, leaves the way clear to board or teacher to exercise their contractual rights to give notice without any other formalities being required. Yet at the same time the Board of Reference is left to provide an obstacle to either school board or teacher acting precipitately, motivated by personalities or malice without due regard to the interests of the children. The following is a brief summary of recent developments in this regard:

TEACHERS AND TRUSTEES ARE AGREED RE TEACHERS' AGREEMENTS

Since the present Minister of Education first assumed office he has advocated from time to time that the Alberta School Trustees' Association and the Alberta Teachers' Alliance, Inc., should "get together" and jointly approve of a form of agreement. Also, the Minister has signified on more than one occasion his willingness, in the event of both

parties arriving at a mutual understanding in this regard, to make arrangements in accordance therewith. Until quite recently, such mutual understanding has never been arrived at.

At the recent Convention of the Alberta School Trustees' Association two steps were taken:

1. A resolution was passed unanimously requesting, in effect, that ss. (a) and ss. (b) of Section No. 157 of The School Act be repealed and that provision be made for teachers' agreements to be terminable on thirty days' notice.
2. A resolution was referred to the Executive with power to act, to the effect that the Executive appoint a joint committee to meet with a similar committee of the Alberta Teachers' Alliance to deal with outstanding problems of common import.

The Executive of the Alberta School Trustees' Association appointed the following as their representatives on the liaison committee: Dr. C. A. Staples, Stettler; Mr. M. R. Holder, Vimy Ridge S.D.; Mr. P. V. Burgard, Calgary Separate School Board. The Executive of the Alberta Teachers' Alliance appointed the following: Messrs. C. O. Hicks, President; D. L. Shortliffe, Vice-President; and J. W. Barnett, General Secretary-Treasurer.

The joint committee met on Monday afternoon, February 23, 1932, and both sections expressed themselves as being in a position to pledge their respective organizations to the arrangement outlined below; inasmuch as by so doing they were each carrying out policies endorsed by their respective supreme bodies—The Annual Conventions. The resolution passed at this joint meeting reads as follows:

Moved by P. V. Burgard (A.S.T.A.), seconded by C. O. Hicks (A.T.A.):

"RESOLVED: That this joint committee, representing the Alberta Teachers' Alliance, Inc., and the Alberta School Trustees' Association, present to the Premier and the Minister of Education our assurance that we are jointly agreed regarding Clause Six (6) of the Manitoba Form of Teachers' Agreement under The Manitoba School Act to replace Section No. 157, ss. (a) and (b) of The Alberta School Act."

CARRIED unanimously.

The Clause in question reads as follows:

"6. Either party hereto may terminate this agreement by giving one month's notice in writing to the other party of his or its intention so to terminate.

Provided that no such notice shall be given between the First day of July and the First day of September in any year during the continuance of this Agreement, except by mutual consent.

In the event of either party hereto considering himself or itself aggrieved by the giving of such notice, such party may apply for a hearing by the Board of Reference, and thereupon the matter shall be disposed of by the said Board in accordance with the provision of the Statute in that behalf."

The resolution was duly presented to the Premier and the Minister of Education by the joint committee on Monday evening, February 23, 1932, and it was submitted that provision be made for the enactment of this suggestion during the present session, namely:

- (a) That ss. (a) and (b) of Section No. 157 of The School Act be repealed.
- (b) That Clause Six of the Manitoba Teachers' Contract as above set forth be embodied in all teachers' agreements.
- (c) That the necessary changes be made in The School Act, Section 160 so as to provide that disputes between teachers and school boards might be settled by the Board of Reference and so eliminate recourse to the courts.

It was suggested that ten (10) days be the maximum period allowed during which teacher or board might invoke the Board of Reference and that there be a deposit required of Appellants to the Board.

N.B.—The necessary changes were passed by the Legislature on April 5th last, after the entire Executive of the Trustees' Association had met and endorsed the proposed changes of the combined committee. The new Act will not go into effect until it is proclaimed by the Lieutenant Governor in Council.

TEACHER WINS IN ACME CASE

The Appeal Court in the Steele-Smith vs. Acme case, has sustained the judgment of Mr. Justice Ewing that the Acme School Board is liable in damages for having broken Mr. Steele-Smith's contract (containing Clause 6) without having previously obtained the approval of an Inspector.

OBITUARY

The sympathy of the entire teaching staff of Calgary goes out to Miss Annie Campbell in her sad bereavement by the death in Toronto of her sister, Mrs. N. C. McLeod, on March 10th. Mrs. McLeod was a popular nursing sister on the staff of the Christie Street Hospital, and well known to veterans for her war record overseas, and her service with the hospital there where she served eleven years.

Sister McLeod was born and educated in Port Elgin, Ontario, received her hospital training in Toronto. She served with the Canadian Army Medical Corps in France, Salonika, Malta and England, returning to Canada in 1919. Physicians nurses and patients at the hospital testified to her devotion to her work.

Interment was made in Port Elgin cemetery Monday, March 14th. Mrs. McLeod is survived by three sisters: Miss Annie Campbell, Calgary; Miss Onna Campbell, Toronto, and Mrs. R. D. Lane; two brothers, Malcolm Campbell of British Columbia, and Pierce Campbell of Toronto.

* * *

Word reached Stony Plain, April 3, of the death at Kamloops of Mr. Gordon Willie in his 26th year, one of our members.

Deceased had been ailing since autumn, when he had to relinquish his position as teacher at the Muir Lake school, suffering with heart trouble.

About a month ago Gordon decided to go to Kamloops, where an uncle resides. He had a relapse, and his mother left for Kamloops. Later, his father followed and arrived a few hours before his son passed away.

Deceased was born on the farm at Glory Hills, and moved to Stony Plain with his parents about ten years ago. He attended the local High School, and graduated from Edmonton Normal School. On leaving there, he was appointed the teacher at Muir Lake school, which institution of learning he had attended in his youth.

OUR TEACHERS' HELPS DEPARTMENT

OUTLINE FOR MAY

By Courtesy of Calgary School Board

GRADE I.—

READING

As many supplementary readers as possible. Aim at smooth, easy reading with natural expression.

LANGUAGE

Oral Language Lessons:

Aim—Expression in a compound sentence, i.e., Play game of "Because":

Teacher—"I was late for school today because—"

(child supplies). Child—Repeats whole sentence.

Teacher—"See if you can give me a big story with 'because'".

Use "if" similarly.

Note: In "Because" game, cause is last; in "if" game, condition is first.

Talks:

(1), (2) and (3)—as in April Outline.

(4) Japanese or Chinese life and customs.

Games—"I went", "I have been."

Pictures—Japanese children—See Art Course.

Stories—Lion and Mouse; Cherry Tree Children; Joseph and His Coat; Nature Stories (Burgess Books).

Written Work—Written sentences about suggested topics. Original sentences.

MEMORIZATION

What is Pink? Boats Sail on the Rivers.

ARITHMETIC

Finish combinations and separations. Review recognition of families. Oral work in addition in the higher decades, $43+4$, $53+4$; column addition. Writing number names. Oral use of $\frac{1}{2}$ and $\frac{1}{3}$. Oral problems involving the use of these fractions, as well as simple applications of all pupils' number knowledge.

HYGIENE

Exercise and Play—Play outdoors for health. Importance of fresh air. Be good sports.

Social Hygiene—Very good suggestions will be found in the Course of Studies.

NATURE STUDY

The Unfolding of buds on twigs placed in water in classroom; Balm of Gilead, Poplar, Manitoba Maple; early spring flowers, as pasque flower, coltsfoot, violet and buckbean.

The young birds and how they quickly learn to take care of themselves.

The aquarium containing some plant life to keep water sweet; tadpoles, caddis larvae; observation on life in the aquarium, and in sloughs out-of-doors.

A jar containing wrigglers, changing into mosquitoes.

WRITING

Teach capitals: C, M, N.

GRADE II.—

READING AND LITERATURE

(a) Reading—

(1) The Months.

(2) The Raindrop.

(3) Over in the Meadow.

(4) The Rainbow Bridge.

(5) The Two Kittens.

(6) Supplementary Reader.

(b) Literature and Memorization—

(1) The Daisies.

(2) The Brown Thrush.

(3) Marching Song.

(c) Stories for Telling—

(1) Daniel in the Den of Lions.

(2) Queen Victoria.

LANGUAGE AND COMPOSITION

A. Oral Topics—Our Garden. Our Early Flowers. Arbor Day. May Day.

B. Teach can't, won't, don't, wouldn't, couldn't, shouldn't. Review correct form of could have, have to, and ought to.

C. Teach Opposites: big, little; hot, cold; long, short; white, black; good, bad; light, dark; night, day; clean, dirty; soft, hard; back, front, etc.

SPELLING

May and June:

Use these two months for a final review of the words which have given difficulty.

Teach words needed for language work.

Suggestions—Names of birds, flowers, animals, seasons,

days, months, holidays, numbers, words from the reader, parts of the body as arm, finger, foot, etc.

CITIZENSHIP

First Week—Longer evenings—outdoor play. Special talks on safety first. Need of policemen—reasons for obeying his orders. Dramatization of situations showing disorder resulting from non-compliance of rules and regulations.

Second Week—Helping at Home Week. Helping to get garden ready. Preparation, planting and care of own little garden. Helping mother in all ways possible.

Third Week—Out-door Week. Review of care of boulevards and public parks, especially at the growing season. Building of bird houses. Care of birds' nests and eggs. Conduct on swings, slides, etc., provided in parks. Empire and Victoria Day celebrations.

Fourth Week—Saving Week. Saving of coppers. Care of clothes. Cleaning of shoes to help preserve leather and as well as to aid appearance. Hanging clothes up to aid in wear and appearance. Saving of flowers and birds, etc.

ARITHMETIC

May and June:

Complete review of all work, stressing points found difficult by the class.

Three-column addition may be taught. (The adding of money lends variety).

Frequent use of simple problems requiring a written statement as answer is advisable.

Try to increase the speed in adding in so far as this is possible without detracting from the accuracy.

When reviewing $\frac{1}{4}$ teach $\frac{1}{4}$ of twelve (in connection with $\frac{1}{4}$ of a foot and $\frac{1}{4}$ of a dozen), $\frac{1}{4}$ of 60 (in connection with $\frac{1}{4}$ of an hour), $\frac{1}{4}$ of 100 (in connection with $\frac{1}{4}$ of a dollar). Leave $\frac{1}{4}$ of other numbers to be taught in Grade III in connection with 4 times table.

NATURE STUDY

Animals—Beaver and coyote.

Plants—Changing in color of trees. Dandelion, buffalo bean; violet, shooting stars.

Birds—Woodpeckers—Red-headed, Downy, Flicker. Blackbirds—Red-Winged blackbird. Meadow Lark. Swallow—Barn Swallow, Bank Swallow.

PHYSIOLOGY AND HYGIENE

1st Week—Safety First—(a) Crossing streets and railway tracks. (b) Danger from matches, hot ashes, bonfires and hanging wires.

2nd Week—Care of Scratches, Cuts, Bruises and Burns.

3rd Week—Social Hygiene—Keep good company; be fair in work and play; help others; be kind to animals.

4th Week—Social Hygiene (cont'd.)—Be polite; help smaller children and old people; be cheerful and happy; read good books.

GRADE III.—

READING AND LITERATURE

Silent—Florence Nightingale. Library Books.

Oral—A Nest in a Pocket. How the Indians got the Corn. At the Zoo.

Story Telling—The Golden Touch. Pandora's Box.

Memory—Selections from Joseph and His Brethren. The Wonderful Fishing of Peterkin Spray.

Dramatization—Own Selections.

LANGUAGE

(a) Oral—A Trip in an Auto; A Hike; The First Dandelion; If I were a Fairy; A Visit to the Zoo; What I saw in Woolworth's. Finishing a half-told story.

(b) Formal—Review there, their; here, hear; to, too, two; and teach sit, sat, set; rise, rose, raise; lie, lay; don't, doesn't.

(c) Vocabulary Building—General review.

CITIZENSHIP

Arbor Day—Clean up:

(a) Yards—gardening—care of boulevards, etc.

(b) Appreciation of Public Parks, keeping parks, streets and recreation grounds clean—waste paper.

(c) Empire Day—Patriotism.

Victoria Day—Birthday.

(d) Stories:

1. The Little Acorn (Emerald Story Book).

2. Laura Secord.

3. The Story of Proserpina.

4. The Boy who Discovered Spring. (Emerald Story Book, by Ada M. Skinner).

ARITHMETIC**May and June:**

Review the simple operations, using every possible variety in form or wording of questions.

Problem work should form a large part of the work of these months, though it should be a daily part of each day's work throughout the year.

NATURE STUDY

Encourage child to make first hand observation of habitat of plants, arrangement of parts of flowers.

Pussy-willows—note flowers before leaves to facilitate pollination by wind.

See "Fly-Aways and Other Seed Travellers" at Public Library.

HYGIENE

First Aid—Care of cuts, burns, bruises, etc.

GRADE IV.—**READING AND LITERATURE**

Silent Reading—The Pot of Gold. A Legend of Athleney.

Oral Reading—Jackanapes. The First English Singer.

Literature—The Sun in the Woods. Arachne. The Unknown Painter.

Memory Work—The Clouds. Spring Song.

Story—Orpheus and Eurydice.

CITIZENSHIP AND HISTORY TALKS

Self-control—In food, in speech, in thought, in action.

Empire Day—(a) Patriotism; (b) Loyalty—to school, to city, to Empire.

Early days in Alberta.

ARITHMETIC**May and June:**

Review all the work of the year and stress weak points when found.

Familiarize the children with such terms as addend, sum, minuend, subtrahend, difference, multiplication, multiplier, multiplicand, product, divisor, dividend, quotient, remainder, without definitions of these forms.

NATURE STUDY**May and June:**

Detailed insect study as per Course of Study.

Wild Flower Recognition—E.g. Shooting Star, Vetches, Bed Straw, Wild Columbine, Red Lily, Prairie Pink, Prairie Rose, etc.

Garden Flower Recognition—E.g. Lilac, Poppy, Iris, Peony, Delphinium, Columbine, Bleeding Heart, etc.

Perhaps one lesson per month on seasonal changes re occupations of people, streams, plant and animal life of community.

N.B.—Teachers are warned not to confuse Recognition Study and Detailed Study.

GEOGRAPHY**May and June:**

Detailed study of: Pineapples, Olives.

HYGIENE

Safety First—Choosing safe place to play; crossing streets or railroad tracks; danger from matches; bonfires, hot ashes, hanging wires; getting on and off street cars; care of a scratch, cut, bruise or burn.

GRADE V.—**READING AND LITERATURE**

Oral Reading—Psalm of David.

Memory Work—Psalm of David.

Silent Reading—The Loss of the Brig.

Literature—The Song of the Brook.

Story-Telling—The Flying Dutchman.

HISTORY

Stories of surveying for C.P.R. main line, and of the building of it. Stories of the R.N.W.M.P. in the early days and in later times.

CITIZENSHIP

Forethought in speech and action.

GEOGRAPHY

(1) From Edmonton to Peace River and Grande Prairie by railway.

(2) C.N.R. from Calgary to Drumheller, to Camrose, to Edmonton.

(3) Climate—people.

HYGIENE

Foods—(1) Foods—Carbohydrates; (2) Foods—Minerals; (3) Importance of coarse foods and water; (4) Care of foods.

GRADE VI.—**READING AND LITERATURE**

Literature—Torch of Life. Lochinvar.

Memorization—Choice of: The River. Famous Men. Recessional.

Oral Reading—Review Difficult Lessons.

Silent Reading—Pioneer's Wife.

Story Telling—The Cid.**LANGUAGE AND COMPOSITION****May and June:**

(a) Thorough Review of Course. (b) Encourage imagination in original stories.

GRAMMAR

(a) Completion of the Predicate—Suggested Exercises. (1) complete the predicate of sentences; (2) underlining the completions of predicates.

(b) Review.

HISTORY AND CIVICS

Western Canada Explored—Fur traders and other adventurous spirits. Rare feats of daring and endurance. Co-operation with the Red Man. The Indian Guide indispensable.

In exploration as in the fur trade the White Man and the Red linked hands—Radisson and Groseillers, Verendrye, Hearne, MacKenzie and Fraser. These on foot and by canoe (the Indians' contribution) traversed the vast stretches of prairie, woodland and mountain—Great stalwarts of our land.

With equal courage and perhaps a finer, nobler spirit, our pioneers of today go forth finding pathways through the air, discovering, exploring, succoring the sick, bringing aid to the distressed.

ARITHMETIC

Problems and Review.

NATURE STUDY

1. Two insects: Butterflies and Moths, House-fly, Grasshopper.

2. One Spring flower: Crocus, Catkins.

GEOGRAPHY

South America—Political division with some detailed study of Argentine, Brazil, Chile.

GRADE VII.—**COMPOSITION**

1. Business Letters—E.g., Application for a position. Review other types.

2. Discussion of model sentences and paragraphs from general reading.

3. Correction of Errors. See Course of Study, page 80.

Note—The correction work should be carried on throughout the year. A rather interesting booklet, "The King's English Drill," by Rosamond M. Archibald, provides some novel exercises for this purpose.

GRAMMAR

The Possessive forms:

(1) With a compound Noun.

(2) With a plural proper Noun.

(3) With a compound Subject or Object.

(4) With double possessive.

SPELLING

(a) Complete supplementary words—28; (b) New words from other subjects.

HISTORY AND CIVICS

Later Immigration and Settlement.

(a) Immigrants from various countries.

(b) The Great West—

(1) Hudson's Bay Company.

(2) Selkirk.

(3) Gold Rush of 1856—B.C.

(4) Confederation.

(5) The C. P. R.

(6) Saskatchewan Rebellion.

(7) Grand Trunk and Canadian Northern Railways.

GEOGRAPHY**May 15—end of May:**

Trade routes, ports of call, cargoes.

HYGIENE

Review work of previous Grades. Allow one week for each of the following systems: (a) Digestive System; (b) Excretory System; (c) Circulatory System; (d) Respiratory System.

GRADE VIII.—**COMPOSITION**

Types and structure of the longer composition.

N.B.—Review in all subjects, in all Grades, where there has been no special mention in the Outline.

Sprott's Famous**PENS**

are made from the best Steel in the world—by Expert Workmen—to suit the exacting requirements of

A. J. Sprott

Nos. 1 and 2 are recommended for school use. Your stationer has them.

Correspondence

In answer to M.M. who asks help in connection with a pupil who cannot be made to work quickly—of normal intelligence and does not find her work difficult—sometimes takes three times as long to do her work as the other children—staying in to complete her work at recess and noon hours doesn't bother her—slow at home, at school, and at play.

I find it very difficult to offer any suggestion of value without having studied the child, and then, indeed, I might be in just as great doubt as yourself. It would occur to me, however, to try to find out, if possible, the reason for her being so slow.

Is it to be explained by attitude? that it doesn't matter whether she gets through with her work or not? In that case could you have a little talk with her about the necessity of people learning to get through a day's work in the allotted time—that in keeping house, shall we say, unless the washing is accomplished on Monday, the ironing on Tuesday and so on, arrears of work pile up until the house gets into a hopeless confusion and is an entirely uncomfortable place in which to live, for housekeeper and everyone else, and that unless each day's work is done with some despatch, there remains no time for leisure or recreation—that the faculty of accomplishing a day's work does not come overnight but is the result of well-established habits.

Perhaps one way of getting at the difficulty, if it is attitude that is at fault, would be to discover what would act as a motive sufficiently strong to make the child anxious to get through with her work, privileges at the reading table—doing some of Grade IV's work when III's work would be finished, in the hope of advancement, some responsibility to be assumed in the way of helping teacher with Grade I when her own work was finished. (Sometimes elevation to a position of trust will accomplish what no amount of urging, on the one hand, or punishment on the other, will effect).

Perhaps the root of the difficulty lies in nervousness that protects itself from overstrain and hurry by deliberateness. If that should be the case, I doubt if I would attempt any change in style of work.

It might be explained (and here I must admit to being on very unfamiliar ground indeed), by actual physical lethargy which has nothing to do with the child's intelligence, and I must confess to a feeling that this is the real explanation. In that case, it is particularly doubtful if punishment will cure. Would it be possible to get any school nurse or medical opinion?

I am not one of those who feel speed of accomplishment to be absolutely essential. There are many very decent minds that work quite slowly.

Classroom Hints

GRADE IV.—Literature

"THE SUN IN THE WOODS"

The main object of the teacher in connection with such a poem is to make as vivid as possible the central notion—the subdued mellowness of the sunlight through the leaves, and the effect of withdrawal from the full glaze of the outer world into quiet with a suggestion of mystery.

"A gleam of sunshine, golden white,
Lies like a soul asleep."

The way to do this, I think, is to recall to children what they know of sunlight in the woods, to read and reread the poem for its pictures and subdued atmosphere and then deepen that impression by comparison and contrast with bits of writing that are somewhat similar to this in character.

You might begin: In the summer time do any of you come through the woods on your way to school or when you go for the cows? Where is that bit of woods? If the day is very hot and the sun is strong, which way do you prefer to take—through the open fields or through the woods? (Woods) Why? (Cooler: sun is not so strong). Have you ever noticed that in the open fields the sunlight seems to be very yellow and brilliant? Have you ever noticed the color of the light in the woods in comparison? Here is a poem about sunlight in the woods. (Read.)

Is Miss Wetherald's idea of sunlight in the woods at all the same as ours? These are rather denser woods, I think. It speaks of hemlock, too, which grows so closely together that the sun can hardly get through at all. cf. D. C. Scott's "Wood—Spring to the Poet" (The spring):

"I take a double night within my breast

A night of darkened heavens, a night of leaves."

Reread for the detail of the various pictures.

Cf. with Henry Van Dyke's description of sunlight in the woods from "Between the Lupin and the Laurel," a chap. in "Day's Off." Read with explanation and comment as you read:

"The air was full of diffused tranquil green light, subdued yet joyous, through which flakes and beams of golden sunshine flickered and sifted downward, as if they were falling into some strange ethereal medium (into some strange air)—something half liquid and half aerial (something half water, half air) midway between an atmosphere and the still depths of a fairy sea.

"The spirit of enchantment was in the place; brooding in the delicate, luminous midday twilight; hushing the song of the strong-flowing river to a humming murmur, casting a spell of beautiful immobility on the slender flower-stalks and fern fronds (in the quiet of the woods they weren't moving at all) and on the trailing shrubberies of the undergrowth, while the young leaves on the tree-tops, far overhead, were quivering and dancing in the sunlight and the breeze. Here Puck might hold a noon-tide council with Peaseblossom, Cobweb, Moth, and Mustardseed, holding forth to them in whispers, beneath the green and purple sounding-board of a Jack-in-the-Pulpit."

Who were Peaseblossom, Cobweb, Moth and Mustardseed? When are fairies usually found abroad? Why might they be found holding council here at noon?

Which paints the gayer picture of the midday woods? What did both writers want to say about sunlight in the woods at noon?

Here are a few lines from Wilson Macdonald about openings in the woods where the sunlight comes through:

High in the wilderness there is a clearing

That gluts itself all day with the sunshine.

Here is the rain soonest forgotten; here the slim shadows

Of bending trees run in and away again,

Like children at play . . .

And here, splashed by the sun, I sit wondering

Which shall bend lower the head of the clover—

The bee or the wind: the transparent dragon-flies,

Hovering, watch with me . . .

GRADE IV.—Geography and Silent Reading

In connection with the study of olives, I think you will find this extract from Eleanor Farjeon, descriptive of olive orchards, of interest. Would suggest also that the geography lesson precede the Silent Reading Lesson, "The Pot of Gold."

The Olive Orchard

"In Italy things are quite different.

Bridget and Chloe lived in a villa on the top of a hill, and down in the valley was a beautiful city cut in half by a green river, and so full of palaces and doves and towers that it was like a King's city. The city had a girl's name. It was called Florence.

All down the hillside there were trees, of two sorts. There were little, low grey olive-trees, like round puffs of smoke, and straight, stiff black cypresses, like tall chimneys. You might almost think the olive trees had been puffed up by the cypresses.

One day in spring we went to an olive farm, a little way down the hill. We went through the farm gate, past the white farm with its court full of oranges and lemons, looking like a house for a prince, and down the slopes into the olive orchard. In the olive trees men were sitting, singing and whistling like birds. Under the olive trees the small black olives from last year lay scattered among the new green corn that was springing up, though it was only February. But in Italy there are wild roses when in England there is fog. The olives looked like little withered plums.

"Taste one!" said Bridget.

I tasted one—oh! it was bitter! I made a face and Bridget and Chloe laughed.

Among the corn grew big purple anemones and golden aconites, and along the low stone walls were bright wild marigolds no bigger than daisies; there were millions of daisies, too, and at the bottom of the orchard pink roses,

smooth and cup-like, hung over a wide, shallow, stony stream."

The Pot of Gold

Here we have a story about an olive orchard. It was owned by a **prosperous** (B.B.) farmer. Do you know what type of farmer that is? Among other things, too, he worked hard—he was **industrious** (B.B.) and he **cultivated** his orchard well—dug all about the trees. You don't get any of the fine picture that we have in "The Olive Orchard"—this is a story, but think of the picture as you read. Be ready to discuss the following questions:

(1) What did the father mean when he told his sons there was a pot of gold in the orchard? (2) Why did the father tell his sons that a pot of gold was hidden in the orchard? (3) Do you think the father's way of getting his sons to work a good one? Why?

GRADE V.—History

LATER STORIES OF THE MOUNTED POLICE

Later stories of the M.P. are "strong stuff" for the Grade V pupil: the life of the Mountie was not child's play. One of the most notable examples of police sagacity and perseverance in the determination that crime should not go unpunished is the story of the O'Brien murders in the Yukon, which I am omitting from this material because it is over-lurid and gruesome in detail; so too are many of the stories of apprehended lunatics, men gone mad in lonely trappers' huts or miners' cabins. But it would not be fair to police achievement not to record in a general fashion, at least, the work of policing the Yukon. When the great gold rush of 1898 set in, Skagway, in Alaska, became the mecca of all the most daring of the Pacific Coast American desperadoes, determined to fleece the gold miner of his bags of nuggets or gold dust as he came out from the Klondyke. The town became terrorized by these gangsters, among whom Soapy Smith was probably the most notorious. At least he left a famous grave on the hillside at Skagway, when organized public opinion finally took desperate measures with the thug and shot him. But this condition of affairs never did exist in Dawson or any part of the Yukon because of the presence of the Mounted Police. To penetrate to the famous creeks of the Klondyke—Eldorado, Bonanza, Last Chance—it must be remembered that in the days of the gold rush, the prospector, after disembarking at Skagway, had to travel up over the White Pass to the Summit, where he left Alaskan territory and entered the Yukon, where he left outlawry behind and entered into the domain of police surveillance. The work of the police at the summit and at Lake Bennett (the first water reached after the crossing of the summit) is so well described in Longstreth's account of the force that a paragraph or two ought to be quoted:

"The work of the police began at the summits of the Chilcoot and White passes, where the shock troops (M.P.) met the wild-eyed stampedeers, examined them and their goods, and sped them on after combing out the bandits. These good-hearted opportunists gave one look at Inspector Belcher—the famous Bobby Belcher on the Chilcoot—and their hard outsides softened like candles in a hot room. Their bravado melted away, their back-bones bent into a posture of humorous docility, and these very terrorists, who on the western water shed, had slit a man's throat if they could not conveniently reach his pockets, became patterns of correct behaviour.

"By mid-spring of 1898 the line of madmen was 600 miles long. At Lake Bennett they collected by the thousand and to build boats, and here the greatest strain was felt. Life-long friends divided rations, tents, supplies.* They cut boats into halves in paroxysms of hatred over nothing. Brother slew brother! The detachment at Lindeman, consisting of a sergeant and a constable, had to keep 4,000 people in order, regulate the sanitary conditions, see that the sick were attended to, and to the burial of the dead, settle hundreds of disputes, give information, and perform the regular police duties. And it was so from the summit to Dawson City . . . While bandits were still sandbagging the citizens of Skagway, in Dawson City they had to resort for fines to 'unmuzzled dogs,' 'cheating at play,' 'unlawfully practicing medicine,' and 'fishing on Sunday.' One hundred and fifty men that winter bucked wood for the general good and loose characters contributed \$90,000 to a hospital fund. Little by little the crowd which had 'appeared to be the sweepings of the slums, the result of a regular jail delivery,' was translated into a 'no finer crowd of men could be found in the country.'

"Fortunately for peace, the boys were the kind that it was natural to obey at first glance. If the rowdy made too

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TORONTO

much noise, the constable said 'Shut up.' If he persisted, the constable said 'Come with me,' and conducted him to his cabin. In spite of the stories Dawson was memorable for its tranquility, its hilarity, its strange reversal of the extraordinary into the commonplace; it was not memorable for violence."

(*See Rex Beache's "Winds of Chance," regarded by northerners as an accurate enough picture of this situation).

THE FITZGERALD PATROL, 1911

In the Yukon of past gold rush days, one of the biggest pieces of work that the police undertook was the winter patrol to Fort Macpherson at the mouth of the Mackenzie. This trip required about a month to go and a month to return and traversed absolutely uninhabited snow-covered wastes. The temperature ranged from 30 below to 60 below zero; fires were seldom, if ever, lit at noon in order to save time, and then lunch often consisted of pemmican. Food just sufficient for dogs and men for the trip was packed in as concentrated a form as possible in the carryalls which the dogs pulled. The men took turns at breaking trail through the deep, feathery snow. The danger of the trip lay, of course, in loss of time (which would mean lack of food, lowered vitality and the consequent danger of succumbing to the cold); in wet feet, where rivers had frozen solidly to their beds and pushed up overflow beneath the snow on the surface ice—wet feet in a spot, perhaps, where there was no dried wood to kindle a quick fire; in losing the way; in accident or sickness; in failure in any way to battle with the intense cold. Only the best travelers were picked to undertake the Macpherson patrol and the two great rivals on the trail were Fitzgerald and Dempster.

In 1911 Fitzgerald was to make the trip from Macpherson into Dawson; he had been over the trail often and so decided that he would break records by making the trip without a guide. Fitzgerald left Macpherson, Dec. 21, 1910.

At the Dawson end the fort awaited his arrival. January passed into February, the patrol was overdue. There had been the most unusual cold, 80 and 90 degrees below zero, and people said to one another that it would naturally delay the patrol, but they peered down the river constantly for the anxiously expected figures to arrive. At last, on February 20th, men on the trail were sighted, but it quickly became apparent to the watchers that the figures were much too unkempt for mounted police, and they turned out to be Indians from Ft. Macpherson who had come through since Sgt. Fitzgerald had left and had seen no trace of him on the trail.

Corporal Dempster was sent for immediately. He was to find Fitzgerald and help him home. Think for a moment of the task! of the searching for depressions that might be snow shoe tracks blown over. "On the twelfth day the first hint of some previous traveler was seen. It was merely a depression in the snow, a depression so slight as to be noticeable only when one sighted across a sheltered level of the snow, yet it was man-sign, possibly an old trail. Whether Indians had made it or white, or in which direction going, there was no clue. The river having been frozen to the bottom now flowed on top. It had submerged all traces, and the frosty sign could be picked up only on widely separated bars. And where the Little Wind flowed into the Big Wind, it was lost. There was but one way to find it: to cross and recross the river, poking here, there, in circles, patiently, deftly, trying to feel a harder snow compressed by a snow-shoe underneath. And after all, it might not be there: and the temperature was 42 degrees below zero."

When they made camp that night in the shelter of some timber, they found corned beef tins, such as the police used. During the following day (1 day) they passed three such night camps, and it had also become evident that they had been eating the dogs. Twenty-six miles from Macpherson they came on Fitzgerald's last camp fire. There was evidence that Fitzgerald had been the last of the party to succumb. Many paths trampled to gather firewood told of a gallant effort to maintain life, though he was evidently too weak to attempt to continue on the trail alone. Perhaps he had little idea that he was so close to Macpherson after all.

THE IDAHO KID AT WEYBURN

Difficulties with the American desperado were neither confined to the early days at Whoop-up, nor to the Yukon border, and when "the party running amuck" as the J.P. at Weyburn put it and got too difficult for the ordinary arm of the law to handle, the Mounted Police were called in. The "party" referred to in this case was Mr. Branden-

berger of Montana, otherwise known as "Idaho Kid," whom his wife warned people of as being one "who would shoot every time." The trouble on this particular day had begun with the Kid's indulging in some harmless revolver practice from the hotel verandah. But one of the guests leaning from an upstairs window had protested and been told to stick his head in again or he would be "made into a sieve." Threats and braggadocio having become the order of the day, the Kid next demanded that a citizen approaching the hotel should provide him with an interesting target by holding out his hat. The citizen complied but warned Brandenberger that he'd better be careful or he'd be run in, to which he replied that he had been the terror of all Montana sheriffs and that no Canadian lived who would dare put a finger on him. He was reminded that the mountie from Helbrite could be sent for, and again Brandenberger insultingly replied that if he "butts into my game, I'll eat his liver cold," and he bet \$25.00 moreover that he was too hard and wild for any policeman. Three bystanders took him up, and at this point the J.P. sent for Constable Lett.

When the constable arrived in Weyburn, the kid was in a room of the hotel carousing and the J.P. so far agreed to support the constable as to watch at the window of the room, while the arrest was attempted. The moment that Lett appeared in the doorway, the Kid made a move for his hip pocket. The constable further reports, "but I made a quick move and closed with the man, and drew his revolver from his hip pocket, which was loaded and covered him with it. His wife came for me, but I called the J.P. and handed him the revolver and slipped the handcuffs on Brandenberger. I finally landed him in my room at the hotel."

Scenes of this sort leave little doubt in one's mind as to one of the main reasons why law and order is preserved on this side of the line, so much better than on the other.

WINNIPEG

I think the most recent incident in which the police played a distinctive and characteristic part was in the suppression of the revolutionary parade in Winnipeg in 1919. From the close of the war there had been a growing Communist body, particularly among the foreigners of the West, who felt the time was ripe for establishing a Bolshevik regime in Canada. The revolution was to begin with a strike which would offer a plausible protest for more serious developments. In May such a dispute did arise in the metal-trades in Winnipeg, which properly utilized and fanned by the revolutionaries resulted in a sympathetic strike involving 28,000 workers. No mail was delivered, nor were newspapers, there was no telephonic communication, no transportation. Even the police were on strike—a situation fraught with very considerable menace to the public peace. But this had at length led to action, and at once 2000 volunteers took the place of the city police. One of these, a young V.C. of the great war, while on duty, had been dragged from his horse, and kicked and jumped on by the mob. But the leaders of the revolution had gone too far in encouraging action of this sort, and a wave of popular indignation swept the country. The aid of the mounted police was called in. Arrests of the ten most important ring-leaders were immediately made, but a dangerous mob, of surly temper, armed with bricks, bottles, broken glass and stones had gathered to parade, contrary to the mayor's orders. Again the police were called on to prevent the parade, and a detachment of 55 red coated men rode out from barracks to maintain order among 50,000 or 60,000 bent on trouble, and to disperse this mob. The police orders before leaving barracks were to refrain from firing unless absolutely necessary. So they rode into a hail of bricks and broken glass. While the mob surged about them to jab at their horses with knives. The order was given to charge, although not a blow was yet struck by the police. But now shots began to be fired on them from behind windows, and many of the police were badly hurt. So now the police order was given to fire into the air. The mob, however, failed to understand the restraint and endurance back of what appeared to them to be mere show and bluff and their temper grew more dangerous. Finally the order to fire was given, and the police fired for the first time with the intention of wounding, but only to wound, and then shot at the legs of the rioters. Only three rounds had been fired before the entire crowd had disappeared. To the police credit, it must also be added that only two of the mob died; one a Russian who had stooped to pick up a missile and got shot in the heart, the other a man who died of gangrene from a neglected wound, but almost every man of the force was wounded. The revolution, however, was very badly scotched.

GRADE VII.—Literature

THE WILDERNESS AND THE SOLITARY PLACE

(Isaiah 35)

A. Historical background for the chapter.

- (1) In 598 and 586 B.C. the Babylonians, under Nebuchadnezzar, had invaded Palestine and carried off about 50,000 Israelites into captivity. In both years the Babylonians had selected their captives from among the most important and cultured of the Israelitish people, and it was this unhappy land of exiles living in bondage in Babylon who gave us that unforgettable lament, "If I Forget Thee, O Jerusalem!"

By the waters of Babylon, there we sat down,
Yea, we wept when we remembered Zion.
For there they that carried us away captive
Required of us . . . a song, saying
Sing us one of the songs of Zion . . .

There were poets among the exiles!

- (2) In 444 B.C. began the Restoration of Jerusalem and the return of the Israelites from exile under Nehemiah, (see Neh. chps. 1-7). The description of that return is given us in Isaiah chap. 35.
- (3) The chapter describes (1) the change that will take place in the desert because the journey is one of return home from exile—a transformation from hostility to friendliness, and (2) the return journey itself (vs. 3-10) and the transformation of the returning exiles at the near prospect of their beloved Jerusalem.
- vv. 1-2, the welcome of the home land (Palestine, Israel).
- vv. 3-6, the miraculous change in the returning exiles.
- vv. 6-9, the transformation of the desert.
- v. 10, the welcome home.
- (4) Notes.

Labanon: (Hebrew laban - white).

beautiful in its snow (Jer. 18:14).
a place of fine cedars.

Carmel: Mountain; its "excellency" - its honor as the scene of Elijah's sacrifice: a sacred place; also fruitful.

Sharon: a plain extending north from Joppa to Mt. Carmel. Its "excellency" - (1) fertile soil; (2) a garden of flowers—The Rose of Sharon. (Songs of Sol. chap. 2).

the habitation of dragons: the jackal's lair—(made up of withered grasses) shall be turned into fresh water, where there are reeds and rushes (right in the desert.).

highway: a plain road instead of the blinding sand storms and the losing of one's way.

The whole chapter is a song of rejoicing on the homeward march and shows what can be achieved by the high heart (cf. Autolycus in "The Winter's Tale"—Shakespeare:

"A merry heart goes all the way
Your sad tires in a mile—a")

GRADE VII.—History

THE GOLD RUSH OF 1856

Some Notes on Later Immigration and Settlement in the Great West, Supplementary to the Text.

(1) The first discovery of gold on the Fraser River was made in 1856 by miners from the California gold fields, in which fields opportunities for the individual prospector were not so rich as in the earliest years of the rush to that locality in 1849. It was not till these prospectors had gone back to the California camps with their tales of gold on the Fraser that the real rush to the New Caledonia (B.C.) began. The gold seekers came up the coast to Victoria, a quiet little Hudson's Bay post, and overnight a city of 20,000 sprang up outside the post stockade. From Victoria they travelled up the Fraser to Yale (a little fur post) by canoe, by row boat, by raft, by steamer—along the banks by pack horse—by any means they could command of reaching the new Eldorado.

(2) It was soon found that the higher up the Fraser the prospectors went, the more paying the quantity of gold found, and in that first year of the great rush, 1858, gold seekers had got as far up the Fraser River as Lilloet. The area including Chilcotin, Soda Creek, Alexandria, Cottonwood Canyon, Quesnel and Ft. George was prospected in '59, but the opening of the great Cariboo, which set the East afire, did not come till '60 and '61, when the prospectors who found nuggets on Antler Creek—a quarter of

a pound to a pan, were followed by other miners from Cariboo Lake, and news of the discovery was at once broadcast.

(3) The most amazing tale of the whole of the rush years is that of the "Overlanders," who set out from Kingston, Toronto and Montreal to go overland to the Cariboo gold fields, who went by ox-cart out into the prairie, a train of one hundred in all, breaking camp at two in the morning and pitching it again at nine at night to cover their forty or fifty miles a day, past Ft. Edmonton, where they were given a royal welcome, and on to Jasper pass through dense forest and muskeg. When they reached the Fraser the party divided, one section to build the rafts to navigate the river to Ft. George, the other going overland to the Thompson, and then by raft down that river to where it joins the Clearwater, and then overland again to Kamloops. That is a bald and geographic account of a dangerous and nerve-straining expedition. Agnes Laut's "From Canada By Land" will recall the hazard and difficulty that such a trip involved, and Mackenzie and his men were experienced voyageurs. Many of the "Overlanders" lost their lives in the terrific rapids of the Fraser and one, who actually succeeded in reaching Ft. George died immediately from sheer exhaustion. Those prospectors were more than mere gold seekers; they combined their spirit of adventure and their hope of wealth with amazing courage and endurance.

(4) The Life of the Cariboo Mining Camps.

The camp at Yale was typical of the mining camps of the Fraser and Cariboo, and many another mining camp before and since. The miners lived in tents or log shacks roofed with canvas, even during the winter. Prices were fabulous: salt was \$1.25 a lb.; butter, \$1.25 a lb.; meals at restaurants cost a \$1.00 served on tin plates to miners standing in long rows, awaiting their turn at the counter, and all meals consisted of bacon, salmon, bread and coffee. At first saloons occupied every second shack, and desperadoes went about with revolvers in their belts, but as Mackenzie had found, the Indians of the Fraser were so hostile to the white, that the saloons were soon recognized as increasing that menace, and the miners formed a vigilance committee and established self-made laws. The saloons should be abolished! and sale of liquor to any person whomsoever was forbidden. A standing committee of twelve was appointed to enforce the law till a regular government should be organized. When this was done and Sir Mathew Begbie appointed chief justice, crime bade good-bye to the Cariboo altogether. (If you can secure through the city public libraries a copy of Agnes Laut's "The Cariboo Trail," in the "Chronicles of Canada" series, you will have material that you can put in the hands of your Grade VII for supplementary reading—for the sake of detail that makes the story real).

GRADE VII.—History

NOTES ON THE CONSTRUCTION OF THE C.P.R.

We are likely now to take for granted what, in the building of the C.P.R. represented great courage, perseverance in the face of discouraging odds and faith in the future of Canada. "The men behind the Canadian Pacific proved themselves possessed of courage and determination such as will always win them honour. At more than one critical stage they staked their all to keep the work going. But the fact remains that the bulk of the resources utilized in the original building of the road were provided or advanced by the people of Canada. The Canadian Pacific is as truly a monument of public as of private faith." (Oscar D. Skelton).

The whole project came into being as a part of the great Confederation scheme—a United Canada. B.C. entered the union on condition that within ten years a transcontinental railway should be built linking it with Eastern Canada.

First Period of Construction:

The actual construction of the road was begun by the Mackenzie government of the 1870's, when

(1) the **Canada Central** was subsidized to extend its line to Lake Nipissing which was to be the eastern terminus of the C.P.R.

(2) contracts were let for partial lines (a) between Ft. William and Selkirk. (Do you see any reason for what seemed to be a very piece-meal attack on a transcontinental railway?—Water to be used wherever possible until the railroad's completion). (b) Selkirk and Emerson (to connect with American lines running east and west).

(3) 1878—contract let for 200 miles west of Winnipeg.

(4) 1879—contract let for section between Yale and a point near Kamloops.

Second Period of Construction—By Private Ownership:

Then a group of financiers took over the further construction of the railway, and indeed accomplished the lion's share of the work. Chief among these were:

Norman W. Kittson, who had been Hudson's Bay agent and head of a transportation company on the Red River and one of the shareholders of the St. Paul, Minneapolis and Manitoba Railway.

James J. Hill, an Ontario farm boy who had gone west while still in his teens, owned a coal and wood yard in St. Paul and had a share in the transportation company on the Red River and one of the shareholders of the St. Paul, Minneapolis and Manitoba Railway.

Donald A. Smith, a Highland lad who had come to Canada at the age of 18, had been in the service of the Hudson's Bay Co., mainly in the dreary wilds of Labrador, and on the shores of Hudson Bay. In 1871 became chief commissioner of the H.B. Co., when it "seemed to most men that he was definitely settled in his life work and probably near the height of his career. But Fate knew and Donald Smith knew that his career was only beginning." Became one of the shareholders in the railroad already mentioned.

George Stephen, a younger cousin of Donald Smith, had left his Highland hills to seek his fortune in London, and after a short apprenticeship there had gone still further afield, joining an uncle at Montreal. He rose rapidly to a foremost position in the wholesale trade of Montreal; selling led him into manufacturing, and manufacturing into financial activities. In 1876 he became president of the Bank of Montreal; also president of the Minnesota railroad.

Richard B. Angus, general manager of the Bank of Montreal, vice-president of the Minnesota railroad.

When the interesting characters connected with the building of the C.P.R. are being described one must include:

William C. Van Horne, who succeeded George Stephen (Lord Mount Stephen) as general manager of the C.P.R. "Indomitable courage, tenacity of purpose, breadth of vision, mastery of organization and detail marked him as one of the great railroad builders of the century," (Oscar D. Skelton).

From the government this group received:

(1) the lines already constructed (710 miles),

(2) \$25,000,000 in cash,

(3) 25,000,000 acres of selected land in the fertile belt,

on condition that the road was to be completed within 10 years from 1880.

Actual Construction.

Which would be the easiest section of the road to construct? Would it be wise to attack the easy section first or a harder one, from the railroad company's point of view? Why?

Prairie Construction—1881 work on the plains began; no great engineering difficulties, but every stick of timber and every pound of food had to be brought a long distance. What must be done by way of construction and work in the building of a railroad? Surveying, grading, bridge or trestle work, track laying, men to supply materials and food.

Routes Followed—Not that surveyed by Sir Sandford Fleming who made the first survey nor that hinted at by Palliser (who felt that the "great American desert" stretched up into Canada, and that a northern road through the Yellowhead pass (Sir S. Fleming's recommendation) would pass through desirably fertile territory). The government thought, however, that a road near the boundary would prevent competitive American construction drawing toll from that area, and so planned the railroad to run through Calgary and the Kicking Horse pass.

Rate of Construction—1882, 2 1-2 miles of track a day; 1883, 3 1-2 miles a day for weeks on end, and once 20 miles in 3 days.

Mountain Section—Through the Rockies by the Kicking Horse, and the Selkirk by Roger's pass. Both passes had gradients of 116 ft. to the mile, which made additional engines there necessary; snow sheds constructed to prevent the road being buried by avalanches.

L. Superior Section—One of muskeg and rock, worse than the mountain section where the river valley's could be utilized.

Muskeg—In one section there are seven layers of C.P.R. track one below the other. (What had happened? Have you had any experience with muskeg?).

Rock—Particularly tough, of the oldest rock on the continent, dynamite factory built on the spot, cost at that \$700,-

000 to build one mile, so decided to raise the railroad high on a great deal of trestle work, instead of building the road through the rock.

The line was not complete when the Riel Rebellion in Saskatchewan broke out, but Van Horne succeeded in conveying troops from Kingston to Winnipeg in four days by laying rails over the ice and snow in certain unfinished sections, and in others by transporting the troops in contractors' wagons, and by detrainning and marching the troops across the ice, in one instance.

The road was completed in 1886, five years before the term of contract had expired.

How to make the C.P.R. pay when there were no settlers—from "the Railway Builders," Oscar D. Skelton.—"Sandford Fleming had estimated that the road could not pay until there were two million people in the West. (There were 4,000,000 in all of Canada at the completion of construction). Yet pay it did from the start. The company capitalized its scenery and built up a paying tourist trade. When wheat was lacking, ends were made to meet by carrying trainload upon trainload of buffalo bones to eastern factories. United States traffic was carefully cultivated at both ends of the line. An active immigration campaign was carried on. Various industries along the line, from coal companies to flour mills, were helped forward for years. A loyal staff was built up, and by the grace of efficiency the company pulled through until the lean days of the early nineties were over."

EARLY EXPANSION OF THE C.P.R.

The first expansion came eastward. (In the original contract the eastern terminus was to be located near Lake Nipissing to preserve the balance between Toronto and Montreal).

(1) 1881 Bought Canada Central.

(2) 1884 Bought controlling stock in St. Lawrence (Ottawa to Prescott) and Ottawa. (What was the purpose?).

(3) 1882 Bought western section of the North Shore Railway, Ottawa to Montreal. (What was the purpose?).

(Summer ports particularly).

(4) (For winter port) built line through Maine and then secured right of way over the European and North American to St. John.

Expansion in Lake Ontario Region:

(1) A line from Ottawa to Toronto via Smith's Falls.

(2) Acquired the Toronto, Grey and Bruce—line to Georgian Bay.

(3) Built from Toronto to Windsor.

(What would the purpose of this expansion be?)

Subsidiary Activities of the C.P.R.:

A marked feature of the Canadian Pacific policy from the beginning was the endeavor to control subsidiary or allied activities, and thus gain well-rounded independence.

(a) (1) Steamship lines on Atlantic and Pacific.

(2) Steamship lines on B.C. coast from Seattle to Skagway.

(3) Steamships lines on the lakes (central British Columbia and the Great Lakes).

(b) Hotels (Palliser in Calgary).

(c) Car shops.

(d) Grain elevators.

(e) Special department of Natural Resources: irrigation works (between Calgary and Medicine Hat, Bassano); Model farms—Brooks.

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The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION
Published on the First of Each Month



The A.S.T. Magazine

Editor: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

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EDMONTON, APRIL, 1932

No. 2

THE EDITOR'S CORNER

Mrs. A. H. Rogers, secretary-treasurer of the Alberta School Trustees' Association has been appointed as the trustees' representative on the Board of Reference by His Honor the Lieutenant Governor in Council. Mr. Alfred Waite of Edmonton is the teachers' representative and the Chairman is the Honorable Mr. Justice A. F. Ewing who succeeds the late Judge Taylor.

* * * * *

An omission to be noted in the Minutes of the General sessions of the convention as published in the last issue of the Magazine—Almost at the close of the last session a resolution was passed by which all resolutions left over were referred to the Executive for action. (Editor).

* * * * *

Trustees throughout Alberta will be pleased to hear that Mr. T. O. King, President of the Alberta School Trustees' Association has made a splendid recovery from his recent serious illness.

CONTRACTS—FIFTY, FIFTY

During the recent convention of the Alberta Trustees' Association held in Calgary, The School Act of 1931, Sec. 157, sub-sections (a) and (b) governing the contract between teacher and school board were severely criticised and a resolution asking for a straight 30-day notice contract and no other formalities was passed. Among the resolutions that were left on account of lack of time and were referred back to the executive for action was one asking that there be a committee appointed to meet with a similar committee from the teachers' association. The Executive passed the resolution and the committee was appointed.

This committee met with the A.T.A. committee and agreed on a form of contract which in the opinion of the committee complied with the request of the convention as near as it was possible.

A meeting of the executive committee of the Trustees' Association was held in Edmonton on the 26th of March all present except Mr. King our President, who was convalescing from a serious illness, and Mr. Spooner. Dr. Lovering took the chair. After the preliminary remarks were over the Minister of Education, the Deputy Minister, the three members of the A.T.A. committee were invited to discuss the matter of the proposed con-

tract and other proposed amendments to Sec. 160. The report of the committee was read and after considerable discussion by all, the government of officials and the A.T.A. committee retired and after further discussion the report was adopted as read on motion of Mr. Haynes and Mr. Barnes, and forwarded to the Minister for action.

The following was the report:

Your committee in conjunction with a committee of the A.T.A. have agreed on the following which we present for your approval and action:

The School Act of 1931 to be amended as follows: By striking out sub-sections (a) and (b) of Sec. 157 and substituting therefor:

"(a) that no such notice shall be given between the first day of July and the first day of September except by mutual consent."

Sec. 160 to be amended as follows: 1. The substitution of sub-section (3) by the following:

"(3) All such applications to the Minister shall be made within ten days of the date upon which the dispute or disagreement has arisen and shall be accompanied by a full and complete statement of the nature of the dispute or disagreement.

"Provided that the party making such application shall deposit with the Minister at the time of making such application the sum of twenty dollars."

2. Sub-section (4) by the addition of:

"Provided that in case such dispute or disagreement arise with respect to the termination or cancellation of the agreement between a school board and teacher, any steps or proceedings which have been taken to terminate or cancel such agreement shall be stayed or suspended until the Minister shall have transmitted a copy of the report of the Board's findings to the several parties to the dispute or disagreement.

"And further provided that the Minister on the recommendation of the Board shall have power to reverse the decision of the School Board or teacher to cancel or terminate such agreement."

This contract as now proposed is a straight 30-day notice in writing by either party, except during the two summer months when there is no school. So that when you sign on a teacher in June you know you will have a teacher when school opens, and on the other hand the teacher will know she has a job on the first day of September awaiting her. This is a 50-50 break and seems to the committee as near an equal contract as it is possible to get.

Some recommendations were made for altera-

tions in Sec. 160 re the Board of Reference. If an appeal from the decision to terminate a contract were to be made, to hasten action, the 10-day clause was inserted. To avoid petty cases being brought before the Board, a fee of \$20.00 was introduced. The few cases where there might be a dispute as to the justice of the reasons for terminating a contract will generally be referred to the Board of Reference before the 10th of the month, as notices as a rule will be given for the termination to take place at the end of the month when the monthly payments are due. This will give the Board of Reference 15 days to secure their evidence, if they meet not later than the 25th of the month; their decision can be forwarded so that the whole matter will be settled inside of 30 days in the majority of cases.

The section referring to the suspension of all procedure for the actual termination awaiting the decision of the Board of Reference is only the usual and customary thing to do.

The last proposed amendment left the final decision to act upon the findings of the Board of Reference to the Minister. It also implied a veto power.

The committee felt that by limiting the time to 10 days and introducing a fee of \$20.00 that only those cases where it was felt there was a real grievance would be referred to the Board of Reference and by giving the Board more power that we would avoid much expensive litigation, by keeping all disputes within our own jurisdiction (the Board having a member of our own choosing, a member representing the A.T.A., a judge who is accustomed to the weighing of evidence). It was further thought that any board of trustees who dismissed a teacher for reasons that appealed to themselves as sufficient grounds for such a termination of contract, would have reasons that the Board of Reference would sustain in case of a dispute.

The contract we have recommended is practically the contract under which we worked for years, with the famous clause 6 removed. The method of appeal to the Board of Reference has been available for years but we have introduced two factors which in the opinion of the committee will cut out most of the trivial cases.

During the discussion and while the Minister and the Deputy Minister and the members of the A.T.A. committee were present, the Minister expressed the desire to avoid being the medium of enforcing the findings of the Board of Reference. It was felt by various members of the Executive that if the Minister did not wish to exercise that power that there would be no serious objection if he delegated that power to the Board of Reference and made their decision final.

This is the first instance in many years that the A.T.A. and the Trustees' Association representatives have been able to get together on common ground and work out something that was acceptable to both parties. Let us hope that this is only the first step toward that co-operative spirit that is so necessary for the best interests of our schools and of our children.

C. A. STAPLES.

Stettler, Alberta.

GRANDE PRAIRIE LOCAL TRUSTEES' ASSOCIATION

About forty delegates and a goodly number of ratepayers attended the meeting of the Grande Prairie Local Trustees' Association held in Grande Prairie in January. Out of a total of 112 schools 24 were represented. The secretaries of Grande Prairie and Bear Lake municipalities were present also and gave full information as to the financial standing of the schools within their boundaries.

Mr. Oke, the inspector, was present throughout the convention. He stated that the only schools having great difficulty were those newly organized and consequently were faced with the problem of building proper accommodation. In 1926 there were 8,000 people in the Inspectorate; today there are 20,000.

Resolutions were passed asking that election of town school trustees should take place prior to January 20th in each year; that Government grants be paid on a set date for the earlier payment of salaries and other expenses; that Normal Entrance be raised to Grade XII; that pupils be allowed to write all examinations in their home school; that the Course of Studies be so changed as to permit the teaching of Arithmetic instead of Algebra and Geometry in Grades IX and X; and that the report of the Annual Provincial Trustees' Convention be published in book form.

The following officers were elected: President, B. T. Ryley (re-elected); Vice-President, E. M. Lanctot; Secretary, George Balmer (re-elected). Directors—E. G. Baker, Spirit River; O. L. Toftner, Peoria; Wm. Ferris, Bezanson; W. Riby, Wembley; E. H. Jacque, Beaverlodge. The Valhalla district was left to the Executive to fill.

The next meeting will be held in Grande Prairie.

CROW'S NEST PASS LOCAL TRUSTEES' ASSOCIATION

School trustees from the different districts of the Crow's Nest Pass met together at the Greenhill Hotel, Blairmore, on Wednesday afternoon for the first annual convention of the Crow's Nest Pass Trustees' Association. President W. H. Chappell, Jr., and Secretary A. J. Kelly of Blairmore were in their regular chairs; Dr. J. E. Lovering, of Lethbridge, First Vice-President of the Alberta School Trustees' Association, and Inspector C. C. Bremner, of Macleod, were invited as special speakers for the Convention. After welcoming to the Association several new trustees who had recently been elected to school districts in the district, President Chappell reviewed briefly the organization and growth of the Association and referred to the progress made during the first year of its existence. Amendments to the constitution were offered by the committee on the constitution during the day, and former trustees who are still interested in educational problems will be accepted into membership. The election of officers resulted in the following being chosen: President, W. H. Chappell, Jr., Blairmore; Vice-Presidents, P. Haggerty, Hillcrest; W. J. Cole, Bellevue and James Allan, Coleman; Secretary-Treasurer, A. J. Kelly, Blairmore. The next annual convention will again be held in Blairmore in March, 1933, while the May, 1932, meeting will be held at Hillcrest. Inspector C. C. Bremner ad-

ressed the trustees on the subject of Inspector's Reports, explaining how the different percentages and averages were obtained and how the actual standing of any class of pupils could now be obtained by scientific tests. Each section of the report was dealt with by the Inspector and the trustees were enlightened on the method of obtaining a teacher's rating.

TRUSTEES AND TEACHERS MEET IN THE CROW'S NEST PASS AT BLAIRMORE

Members of the Crow's Nest Pass Trustees' Association and school teachers from the different schools of the "Pass" met together in joint session at the Central School, Blairmore, on Wednesday evening, March 11th, 1932, to consider a subject which has been the bane of trustees and teachers for many years; viz., "The Retarded Pupil." Dr. J. E. Lovering, of Lethbridge, and Inspector C. C. Bremner, of Macleod, were the principal speakers of the evening. Before entering upon the main topic, Chairman W. H. Chappell thanked the trustees, teachers and visitors for the splendid attendance, and asked for a few minutes discussion re the "Annual Field Day;" it was finally resolved that this annual event would be held in the fall. A brief talk on the subject of "Libraries" by the Rev. J. W. Smith, of Blairmore, was well received. Inspector C. C. Bremner presented for his topic, "Is Our Educational System Functioning Properly?" stating that the aim of modern education should be to obtain the maximum of individual development compatible with the greatest social efficiency. Continuing the speaker remarked that the chief aim of education should be to produce a good citizen—one able to adjust himself to his social environment, be self-supporting, law-abiding, happy and contented. Dr. Lovering in opening his subject on "Retarded Pupils," stated that he felt that the Church, the School, and the State had made a "mess" of things, and that only now were these institutions beginning to see the light. The speaker stated that approximately 8 per cent of all pupils were retarded while also 8 per cent were accelerated, and that the first treatment of a retarded pupil should be a thorough examination by a medical man, and an investigation of his morals, habits and associations, and then the student's home life should be surveyed. The speaker was listened to with a great deal of interest by both trustees and teachers. Principal Hoyle, Coleman; Principal Brushett, Hillcrest; Principal MacLean, Bellevue; Principal Drake, Frank, and Principal MacPherson of Blairmore, all took part in the debate on the main topic of the evening. A special vote of thanks was tendered the speakers for their attendance and addresses.

FURTHER RESOLUTIONS REFERRED TO THE EXECUTIVE BY THE CONVENTION

BE IT RESOLVED that every schoolmaster be given the chance to bear patriotically his share of the burden of taxation, viz.: that every school master receiving a salary of over \$2000 have the excess over \$2000 cut 50 per cent and furthermore every schoolmaster's salary be published in future in the Annual Educational Report.
—Laurier S.D. No. 2321.

In view of the fact that the new Income Tax will provide that all such teachers will be required to share the burden of taxation the resolution was lost.

RESOLVED that the Executive of this Association be instructed to appoint a Consultative committee to meet with a similar committee of the Alberta Teachers' Alliance for the purpose of dealing with outstanding problems of common interest to the Trustees and Teachers.

The resolution was moved by Mr. Barnes, put to a vote and carried.

The following were appointed to the Committee: Dr. Staples, Mr. Burgard, and Mr. Holder.

RESOLVED that a representative of a Local Trustees' Association be given all the rights and privileges of trustees from any school district on payment of a fee of \$3.00 yearly. Carried.

WHEREAS our secondary education is a development in our educational system that presents a serious problem and one placing a heavy burden on ratepayers undertaking as a matter of necessity provision for higher education; and WHEREAS the system as at present in effect leaves it a matter largely to the few to carry the burden of secondary education while the many profit; and

WHEREAS in order to meet present day requirements, a re-adjustment is absolutely essential; BE IT THEREFORE RESOLVED that this Convention approve the following declaration:

That the Government allocate to centres possessing High School facilities certain areas to be designated as High School Districts, these areas to be large so as to make the incidence of taxation as light as possible.

—Vermilion Inspectorate Trustees' Association. Carried.

WHEREAS Vocational Training is now recognized as essential to a well rounded out system of education;

AND WHEREAS the provisions made for this system of education at present appear to be inadequate;

THEREFORE BE IT RESOLVED that this Convention ask the Government to provide for increased assistance to High Schools, including Vocational Training in their Courses of Study.

—Vermilion Centre S.D. No. 1446.

Carried.

BALANCE OF RESOLUTIONS DEALT WITH BY ANNUAL CONVENTION

1. WHEREAS in the collection of taxes the Department of Municipal Affairs for districts not included in a municipality, has failed to collect promptly all school taxes as they fell due, and thereby arrears of taxes have piled up on some lands in excess of their value which causes an unjust hardship on the taxpayers in the district;

THEREFORE BE IT RESOLVED that the Department of Municipal Affairs be required to supplement and pay all arrears of taxes on such lands on which they fail to collect.

—Maple Tree S.D. No. 3592.

—New Hilda S.D. No. 4196.

A great deal of rather rambling discussion took place following this resolution much of it not rele-

vant to the question and the Minister of Education was asked to speak to the question. In part he said: "I think you will have a hard time to compel the Department of Municipal Affairs to pay taxes on these lands if they have not been collected. These arrears have been first in the hands of the local districts who have not collected them though they had the power of distraint and collection for two years. If there were unlimited funds somewhere, or if these taxes could be paid without anybody having to spend the money it would be very nice but the Department of Municipal Affairs is the Government of the Province of Alberta, which is the people of Alberta, and has just as much money as the people of Alberta raise and to make the Department of Municipal Affairs responsible for all taxes that can not be collected would be doing something that has not been done anywhere else in the world and is not likely to be done here very soon." The resolution was put to the meeting and *lost*.

2. WHEREAS the Municipal districts do not get out their annual financial statements until near the end of February; and WHEREAS schools are therefore unable to get a report of out-standing taxes, etc., at the time of the annual school meeting; THEREFORE BE IT RESOLVED that all rural school meetings be held sometime during the first 20 days in the month of March instead of in the month of January.

—*Sifton S.D. No. 727.*

(This resolution was substituted for one from Beauvais S.D. asking that the date of the annual school meeting be changed to the last Saturday in February in each year, which did not find favor on account of the date conflicting with the ratepayers' municipal meeting.)

A large number of delegates spoke to this resolution and stated that they had no difficulty whatever in obtaining all information from the Municipal Secretary in ample time for the meeting on the regular date.

The resolution was *lost*.

3. RESOLVED that the students going to high school from country districts pay their own tuition fees in case they fail to pass after the first term.

—*Melvin S.D. No. 1206.*

It was felt that there might be very good reason why a child should fail on a part of his first year work in high school and that this resolution was much too severe. The resolution was *lost*.

4. WHEREAS the Department of Education is paying grants direct to the teacher on account of back salary, and thereby many times cause delay and mistakes;

THEREFORE BE IT RESOLVED that the Department shall pay all grants direct to the school district.

—*New Hilda S.D. No. 4196.*

Dr. Ross in speaking to this motion said that if it is reported in the term return that the district owes the teacher a certain sum of money in back salary, the Department issues the cheque in the name of the teacher and sends it to the Secretary. If, in the meantime, the teacher has been paid, the Secretary returns the cheque and another is forwarded. "The law demands that we see the teacher is paid so that the school may operate," said

Dr. Ross. The secretaries concerned supported the resolution but the resolution was *lost*.

5. WHEREAS the auditors could not get the figures respecting tax collection at the time of auditing the books of the school districts; THEREFORE BE IT RESOLVED that the Act be amended so as to instruct Municipal Secretaries to furnish these figures in time to be available for the audit.

—*Ingram S.D. No. 376.*

This resolution was moved, seconded and *lost* without discussion.

6. RESOLVED that municipal authorities should be restrained from levying taxes unreasonably above the school board requisition, thus accumulating a surplus.

—*White Mud S.D. No. 2407.*

Resolution *lost* without discussion.

7. WHEREAS it is believed that many rural school districts are faced with the problem of having within the school district small towns, not incorporated and called Sub-Divisions; and

WHEREAS the number of votes cast in respect of these Sub-Divisions in some instances is sufficient to have considerable influence in all matters of importance to the district as a whole; and

WHEREAS the amounts of money paid as school taxes by these Sub-Divisions in relation to the amounts paid by the balance of the ratepayers of the district are very insignificant;

THEREFORE BE IT RESOLVED that we urge upon the Minister of Education the importance of taking steps to bring about a fairer equalization of the amounts of taxes paid by said Sub-Divisions in relation to the amounts paid by the balance of the ratepayers of the district.—*Jones Valley S.D. No. 549.*

Resolution *lost* without discussion.

8. WHEREAS many newly organized school districts feel that they are being penalized by having to pay a much higher mill rate for school purposes than their neighbors, owing to the lateness of the formation of these districts and the smallness of the same; and

WHEREAS many of the ratepayers of these smaller districts have first helped to pay for the older schools and then been transferred to the newer and smaller districts where schools have to be built and paid for;

THEREFORE BE IT RESOLVED that a flat rate be levied in each municipal district for school purposes.—*Maple Lodge S.D. No. 4211.*

In the discussion on this resolution it was pointed out that the inequality of tax rates was due to a variety of causes chief of which were the unequal area and assessed value of the districts and the careful or extravagant management within the districts. Several objected to the suggestion of a "flat rate" as they feared it savored of "the larger unit of administration." The resolution was *lost*.

9. WHEREAS we are governed by the *Tax Recovery Act* which hinders us from collecting taxes for the collection of which we are responsible, unless the reported arrears, for the collection of which the municipality is responsible, are paid first;

THEREFORE BE IT RESOLVED that the *Tax Recovery Act* be amended to allow any village district for assessment purposes, to collect all taxes or to collect any taxes for the collection of which they are responsible without having to point out to the ratepayer that he must first pay the reported arrears to the municipality before he can pay the current taxes.

—*Elk Point S.D. No. 2005.*

Delegates speaking to this resolution feared that such an arrangement would only be a temporary measure and would lead to utter chaos in the books of the municipality and of the school district. The resolution was therefore *lost*.

10. **RESOLVED** that school districts be allowed to collect all school taxes.

—*Luzan S.D. No. 2113.*

Lost without discussion.

11. **RESOLVED** that the new *School Act* be so amended that no one but a British subject and a resident ratepayer may take part in the business of the school district or act as school trustee; and

AND BE IT FURTHER RESOLVED that the *Act* be amended so as to permit a non-resident ratepayer to have all the rights of a resident ratepayer except that of acting as trustee.

—*Irma S.D. No. 2435.*

The delegate from Irma staunchly supported the resolution but a motion to *table* was moved, seconded and carried.

12. **WHEREAS** it is undesirable that collection of taxes be withdrawn from school boards when arrears are reported to the Municipality in January of each year as provided in Section 3 of *The Tax Recovery Act*;

BE IT RESOLVED that the Provincial Government be requested to amend *The Tax Recovery Act* to provide:

- (1) That the present report on January of each year be merely to ensure that Caveats are registered;
- (2) That the school board continue to collect all taxes until the report required by Section 10 of *The Tax Recovery Act* is made;
- (3) That upon receipt of a certificate from the school board that the necessary taxes and costs are paid the municipality then remove the Caveat.

—*Fairview S.D. No. 4388.*

Unfortunately there was no one present from this district to support the resolution. A number of delegates took occasion to relate their troubles over tax collection but nothing was said having any particular bearing on the question under consideration. The resolution was put and *lost*.

13. **WHEREAS** by Section 67 of *The School Act*, page 18, school trustees are prohibited from entering into any contract of pecuniary interest with the board except as may be set out in said section; and

WHEREAS all of the board's business is of a very local nature and in constant relation to the interests of the patrons and the ratepayers of the district; and

WHEREAS Part XVI of *The School Act* under Penalties and Miscellaneous Regulations on page 65, provides penalties ample for the pro-

tection of all interests and rights that may become involved in transactions of the board; and,

WHEREAS this policy constantly depreciates the homes and citizenship that constitutes the community of which the school is the centre; and

WHEREAS citizenship is developed by the assuming of responsibility, not by avoiding it;

THEREFORE it is the sense of this convention that said Section 67 herein mentioned be repealed and the school community be permitted to manage and adjust these purely local affairs in the interest of a better citizenship and self-respect and more in harmony with Canadian democracy.

—*Eureka S.D. No. 717.*

14. **WHEREAS** *The School Act* forbids any trustee of a school district to sell goods to such district to the value of more than Ten (\$10.00) Dollars during the year and thereby prevents competition to sell in such district and deprives such trustee of equal rights in furnishing goods to his district;

THEREFORE BE IT RESOLVED that this section in the *Act* be repealed so that goods may be purchased from any dealer at competitive prices, whether the dealer is a trustee or not.

—*New Hilda S.D. No. 4196.*

—*Mantz S.D. No. 2969.*

These resolutions were discussed together. Mr. Reed made an impassioned speech in support of the resolution from Eureka district, claiming that the present legislation is an insult to the trustees of this province. Others spoke against the resolution citing instances of ousting of trustees on account of them handing business to themselves. Dr. Ross speaking to the resolutions stated that were these to pass, any member of a board could take a contract from the trustees for putting up a building or enter into any contract with them and there would be no redress for the ratepayers. This is one of the safeguards for a community where the board of trustees does not represent the opinion of the majority of the ratepayers. It takes two or three years to change the board but if a man violates this *Act* he can be turned out by the district. We have business people turned out of office every year for entering into contracts that they had no business to enter into. The resolution was put and *lost*.

15. **RESOLVED** that 5 days prior to an election of school trustees, the Secretary-Treasurer of the district be required to obtain a list of all ratepayers in arrears of taxes and that such persons shall be deprived of the right to vote for school trustee unless each can produce his school tax receipt from the municipality on the day of the annual school trustee elections.

—*Big Fish Lake S.D. No. 1494.*

This resolution was moved, seconded and *lost* without discussion.

16. **WHEREAS** we believe that a grave injustice is being done to the ratepayers of a school district by allowing those persons to vote who tribute nothing to the expenses of the district directly or indirectly;

THEREFORE BE IT RESOLVED that *The School Act*, 1931, be amended to provide that only resident ratepayers may vote or hold of-

fice of school trustee.

—*Hand Hills S.D. No. 2242.*

—*Cardston S.D. No. 457.*

17. WHEREAS *The School Act, 1931*, under Section 64, defines the qualifications of trustees:

- (a) British Subject;
- (b) An Elector of the District; and
- (c) Able to read and write;

and

Section 2, Sub-section (d)-(ii), reads: "Elector shall mean, in any established district, any person of the full age of twenty-one years who is and has been a resident thereof for a period of at least one year immediately prior to the date of any school meeting;" thus making it possible for the residents of the district who do not pay taxes and have no financial interest in the district to have control of the disbursements of the finances thereby endangering the financial security of the school district;

THEREFORE BE IT RESOLVED that we petition the Honorable, the Minister of Education to amend Section 64 of *The School Act, 1931*, to read as follows:

"No person shall be nominated for the office of trustee unless he is (a) A British subject; (b) a resident ratepayer of the district; and (c) able to read and write the English language."

—*Empress S.D. No. 3145.*

—*Arthurdale S.D. No. 2606.*

—*Woody Nook S.D. No. 2454.*

—*Holden S.D. No. 1057.*

The discussion showed that there was a considerable body of support in favor of those who pay the bills having the prior right in the affairs of the district: at the same time it was pointed out that the person who paid the \$4 tax was entitled to consideration. Some districts complained that concerted efforts had been made to elect school trustees whose sole interest in the school was to keep down the cost in spite of the fact that they did not represent the opinion of the majority of the ratepayers. Such persons it was claimed were often the puppets of others. The resolutions were referred back to the Resolutions' Committee to bring in again the next day which they did and the vote indicated that the resolutions were lost by a small majority.

At a later time, when it was called to the attention of the Convention that last year they had passed a resolution asking that a trustee be required to be able to read and write the English language and their committee had presented the resolution to the Government, it was moved, seconded and carried that Clause (c) of No. 17 be referred back for reconsideration. As it could not be re-considered the same day on which it was passed it was referred to the Executive for action.

18. *School Act* (a) Sec. 2 (d), (ii). RESOLVED that the words "British subject and a ratepayer" be inserted after the words "any person of the full age of 21 years who is," and prior to the words "and has been a resident thereof."

- (b) Section 2(e). RESOLVED that the words, "Who is a British subject," be inserted after the words "Proprietary elector shall mean any elector," and prior to the words "other than a tenant."

(c) Section 50 (a). RESOLVED that prior to the words "the statements prepared" the section read "receiving, considering and adopting."

(d) Section 89. RESOLVED that the words "on the back" be inserted after the words "each ballot paper," and prior to the words "before delivering it to the voter."

(e) Section 91. RESOLVED that the words "place the figure one (thus 1)" appearing after the words "the voter shall" and prior to the words "on the right hand side of the ballot," be deleted and the words "mark with an X" be substituted therefor.

(f) Section 108 (a). RESOLVED that this section state definitely that upon the new trustee receiving his certificate of office that there is now no chairman of the board and that all trustees have an equal right to appoint and vote upon the appointment of a chairman of the board.

(g) Section 119 (f) and (t) need to be coordinated and adjusted.

(h) Section 143 (1). RESOLVED that the winter hours as set forth in General Regulations No. 9 include the month of March and that these hours be incorporated in the Act.

(i) Section 162 (b). RESOLVED that the teachers be paid only on the basis of actual attendance at sessions. See Regulation No. 30.

(j) RESOLVED that Sections 31, 34 (1), 36 (1) 40 (1) (b) and (c), 40 (2), 44 (f), 47, 49, 53, 56, 64 (b) and (c), 73, 90 (1), 105 (1), 227, 228, and 229 be amended in conformance with proposed changes in Section 2 (d) (ii) and that Sections 7 and 10 (b) and (c) in *The School Assessment Act* be similarly amended.

(k) RESOLVED that Section 28 (3) of *The School Assessment Act* be repealed.

—*Woody Nook S.D. No. 2454.*

Apparently overwhelmed by the scope of the resolution a delegate moved to have the resolution tabled but there was no seconder. Mrs. Rogers stated that anyone who had made sufficient study of *The School Act* to be able to draft such a resolution deserved some consideration and she suggested that it be taken clause by clause. It was moved seconded and carried that the resolution be referred to the Resolutions' Committee who brought it in later when it was tabled.

19. RESOLVED that the Course of Studies in rural schools be simplified so as to shorten the school year ultimately to 160 days; and

BE IT FURTHER RESOLVED that the Course of Studies be re-arranged as soon as possible on a vocational basis.

—*Ibsen S.D. No. 2102.*

The delegate supporting this resolution did so on the ground that the long school term had a bad effect on the health of the children. He also deplored the amount of homework. Strong opposition was also voiced. The resolution was lost almost unanimously.

20. RESOLVED that this Convention go on record as favouring changes in the Course of Studies for High Schools that would permit the teaching of Arithmetic rather than Algebra in Grades IX and X.

—*Grande Prairie Inspectorate School Trustees' Association.*

One delegate supported the resolution on the ground that it had come from a Local Trustees' Association where it had doubtlessly been carefully considered. Another found that Algebra was of practical use where he found it difficult to use Arithmetic. The resolution was *lost*.

21. RESOLVED that school districts should not be responsible for paying teachers while attending teachers' or Alliance conventions.

—*White Mud S.D. No. 2407.*

—*Hand Hills S.D. No. 2242.*

—*Woolchester S.D. No. 703.*

It was pointed out that the resolution could only refer to the Fall conventions where the programs are such as to be of assistance to the teachers in their work and the teachers must furnish the Department with a certificate of attendance in order that the grant be paid for those days. These conventions can only be held with the approval of the Minister and under direction of the Inspector. Teachers who attend the Easter Convention do so in their own time at their own expense. The resolution was *lost*.

22. (a) RESOLVED that teachers should not receive sick pay and that *The School Act* be so amended.

—*White Mud S.D. No. 2407.*

- (b) RESOLVED that allowance of sick pay for 20 days be reduced to 10 days in any one teaching year.

—*Hartlip S.D. No. 2467.*

- (c) RESOLVED that allowance of sick pay be optional with the school board.

—*Flat Valley S.D. No. 2479.*

- (d) WHEREAS at present it is possible for a teacher to collect sick pay after having tendered his resignation; and

WHEREAS this often works a hardship on the school district;

THEREFORE BE IT RESOLVED that we go on record as opposing this clause in the School Ordinance.

—*Windermere S.D. No. 2698.*

The above resolutions were all discussed together. Nothing was brought out that has not been before the Convention numerous times before. The resolution 22 (d) was *lost* and taken to include all the others on the subject.

23. RESOLVED that *The School Act* be amended in Section 202, paragraph 3, to provide that non-resident children shall not be accepted at a high school unless they have a certificate from the school board of the district in which they reside stating that the parents of such children are unable to pay, the school district shall then be liable for the fees.

—*Big Fish Lake S.D. 1494.*

This resolution was *lost* without discussion.

24. WHEREAS the burden of education is resting heavily on rural districts and many of them are unable to carry on;

THEREFORE BE IT RESOLVED that paragraph 3, Section 202, of *The School Act* which compels rural districts to pay for the education of non-resident children in Grades IX, X and XI be rescinded.

—*Horn Hill S.D. No. 251.*

This resolution was *lost*.

25. WHEREAS in some districts parents of pupils attending high school are paying taxes in

both high and rural school districts; and WHEREAS if such parents happen to be resident in the rural school district the said rural school district is liable for the tuition fees of such pupil or pupils;

THEREFORE BE IT RESOLVED that in such cases as mentioned above, no high school fees be chargeable to the rural school districts.

—*Fairgrove S.D. No. 1648.*

This resolution was *lost*.

26. WHEREAS financial conditions are such that many parents are unable to pay the fee charged for Departmental Examinations;

THEREFORE BE IT RESOLVED that the Department of Education be asked to reduce by half the fee for Grades X and XI.

—*Acadia Valley S.D. No. 3078.*

It was again pointed out that the amount of the fees paid is considerably less than the cost of examinations. The resolution would mean that the rest of the province would have to pay the amount not covered by fees. The resolution was *lost*.

27. RESOLVED that this Convention ask that *The School Act* be amended so as to permit the school district giving high school instruction to collect the fees of non-resident pupils from the parents of such children and if such parents are unable to pay that the Department of Education be held responsible for the payment of such fees.

—*Maple Tree S.D. No. 3592.*

This resolution was *lost* without discussion.

28. RESOLVED that all water power sites for general electric power that are still available within the Province of Alberta be reserved for, and the income from developing the same be used for the benefit of education of rural students above Grade VIII;

AND BE IT FURTHER RESOLVED that high school, technical and university education together with provision of required teachers and schools as well as board and room or living quarters for those desiring same and worthy of it but who are unable to pay all or part of the expense be provided; and

BE IT FURTHER RESOLVED that tuition fees be also provided.

—*Silver Lane S.D. No. 2364.*

29. RESOLVED that all future townsites be developed by the Province on the same pattern as the townsite of Churchill on Hudson Bay, and income devoted to the same purpose as the above resolution.

—*Silver Lane S.D. No. 2364.*

The above resolutions were *lost*.

30. WHEREAS we are desirous of reducing expenses; and

WHEREAS we do not believe it would be a handicap to the students;

THEREFORE BE IT RESOLVED that the school year be shortened to nine months.

—*Glenwoodville S.D. No. 2030, Cragston S.D., No. 457, Davisville S.D. No. 4243, City Hill S.D. No. 2307.*

The resolution was *lost* almost unanimously.

31. RESOLVED that a short course be held for Inspectors each year to keep them in sympathy with the "newer" methods of teaching and that they be directed to give the teachers

what help they can instead of running to "hobbies," and that insistence be made that reports be issued on merit alone and not subject to personal feeling.

—*Lumni S.D. No. 2862.*

This was *lost* without discussion.

32. WHEREAS the present system of Inspectors' reports does not reveal the teaching ability of the teacher;

THEREFORE BE IT RESOLVED that the Department be requested to appoint qualified supervisors or have at least four visits of the inspector each year.

—*Asquith S.D. No. 1599.*

The resolution was *lost*.

33. WHEREAS the standard of the teaching profession is continually being raised;

THEREFORE BE IT RESOLVED that teachers who have been away from the teaching profession for five consecutive years should have their certificates suspended until such time as they have taken a refresher course at a university or Normal School.

—*Garden Prairie S.D. No. 1666.*

The discussion showed that while such a refresher course was desirable it must be borne in mind that many might not be able financially to take such a course and to have such certificates suspended seemed quite unfair to persons who might have taught successfully for ten or fifteen years.

The resolution was *lost*.

34. WHEREAS there is at the present time an over-supply of teachers in the Province of Alberta;

THEREFORE BE IT RESOLVED that The Trustees' Association ask the Department of Education to raise the Normal School Entrance requirement to Grade XII standing.

—*Garden Prairie S.D. No. 1666.*

This resolution did not receive any support and was accordingly *lost* when put to a vote.

35. WHEREAS there are numbers of single female teachers unemployed whose sole means of support is their own earnings;

THEREFORE BE IT RESOLVED that no married teachers be engaged, with the exception of those whose husbands, through illness or other legitimate causes, are unable to support their families.

—*Edwell S.D. No. 335.*

This was regarded by some as an extraordinary motion. "Who hires the teacher? We do, and if we do not want a married teacher we don't have to hire her," said one. The resolution was *lost*.

36. WHEREAS many school districts have taken advances from the Department of Education, and are owing these monies to the said Department; and

WHEREAS the Department of Municipal Affairs is holding title to many lands in such school districts, on which large amounts of school taxes are in arrears and thereby becomes a debtor to the school district; and

WHEREAS both Departments are parts of the Government;

THEREFORE BE IT RESOLVED that the Government apply the amounts owing to the dis-

trict on the amount owing by the Government to the district.

—*Maple Leaf S.D. No. 3592.*

—*Knoblich S.D. No. 3491.*

The discussion on this resolution was so rambling that interest flagged and the resolution was *lost*.

Proposed Amendment to the Constitution

37. WHEREAS the personnel of the Executive of the Alberta School Trustees' Association consists largely of town and city trustees and rural school districts have only one direct member;

THEREFORE BE IT RESOLVED that rural school districts be given greater representation on the Executive of this organization.

—*Bobtail S.D. No. 1107.*

—*Arbor Park S.D. No. 515.*

—*Endorsed by Wetaskiwin Inspectorate Trustees' Association.*

Mr. Reed stated that he had discussed this question with the districts who had sent the resolution and that he thought they were satisfied to let things stand as they are. Mr. Holder, another rural representative on the Executive spoke of the utmost fairness that had always been extended to rural questions. The resolution was *tabled*.

38. WHEREAS in the past trustees, with no other information than that contained in a written application, had to select a teacher in a more or less haphazard fashion;

THEREFORE BE IT RESOLVED that in future we grade our teachers according to their pass marks received: That we subdivide both 1st and 2nd class teachers into three grades as follows: Those receiving 50-60 pass marks to be graded "C," those receiving 60-70 pass marks to be graded "B," and those receiving 70 and over to be graded "A."

—*Grangedale S.D. No. 3142.*

Various delegates pointed out that teachers are now graded on the inspectors' reports and trustees can obtain the grading of any teacher applying for a position by applying to the Department.

Lost.

39. RESOLVED that Clause 1, Section 161, be amended to read, "10 times," instead of "12 times."

—*Grangedale S.D. No. 3142.*

40. RESOLVED that in Clause 3, Section 161, the words "twelve equal," be deleted.

—*Grangedale S.D. No. 3142.*

Delegates said the teacher is paid for 200 days and it makes no difference in the total amount whether it is paid in ten or twelve instalments. These resolutions were taken together and *lost*.

41. RESOLVED that Section 144, Clause 3, should be amended by adding thereto, "That any Board of Trustees be allowed to close their school upon completion of 200 days."

—*Grangedale S.D. No. 3142.*

This resolution was ruled out of order as trustees now have this power under the Act.

* * * *

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—Mrs. A. H. Reeve, International President, Parent-Teachers' Association.

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